

FIFTH ANNUAL REPORT

OF THE

CITY SUPERINTENDENT

OF

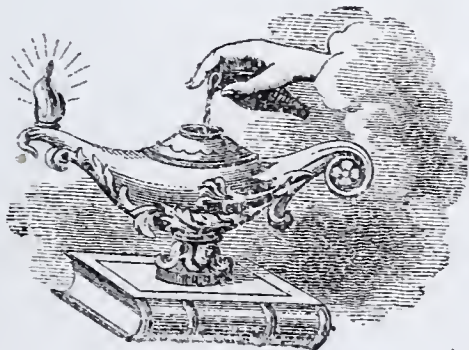
PUBLIC SCHOOLS

OF THE

CITY OF PORTLAND, OREGON,

FOR THE

YEAR ENDING JUNE 27, 1878.



PORTLAND, OREGON:

A. G. WALLING, PRINTER AND BOOKBINDER.  
1878.

# MEMBERS OF THE BOARD OF DIRECTORS.

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J. C. AINSWORTH, PRESIDENT.

D. W. WILLIAMS, CLERK.

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<i>Name.</i>		<i>Term expires.</i>
J. C. AINSWORTH,	- - - - -	April, 1879.
A. H. MORGAN,	- - - - -	April, 1880.
H. H. NORTHUP,	- - - - -	April, 1881.

**REPORT**  
OF  
**THE CITY SUPERINTENDENT,**  
FOR THE  
Year beginning Sep. 3, 1877, and ending June 27, 1878.

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TO THE BOARD OF DIRECTORS:

GENTLEMEN:—Herewith I submit my first Annual Report, being the fifth annual report since the office of City Superintendent was established.

With a few exceptions, the matters herein set forth will but increase the commendable pride which is had by the many ardent friends of education in the efficiency and grand outlook of the public schools under your immediate charge.

A celebrated writer pertinently suggests that a man who manages to pass through life, mingle with the busy world and never tread on some one's "favorite corn," has made a failure. Such a one has had no fixed, definite purpose; he has been vacillating, a "trimmer."

In maintaining proper discipline in our schools, in enforcing the rules against irregular attendance, absenteeism and truancy, a few uninformed, quick-tempered patrons have occasionally found fault with the management of the schools.

If this were not so, we should be properly classed as very successful "trimmers." By the firm, unvarying support so cheerfully accorded by the Board of Directors, the general tone of the schools, both as relates to discipline and instruction, has been improved.

Statistical information, if truthful and exact, is of great value in every enterprise. In school statistics, as in commercial, mechanical, national and other tabulated information, many items appear which are intelligible only to those versed in that particular department of industry. Yet such knowledge as can be gleaned only from these tables is just as valuable in conducting the important mission of public schools, as that found in similar compilations relating to commerce and national affairs.

The following statistics for the past year, together with some suggested comments and comparisons with former years, as well as with other cities, will, it is believed, serve to encourage not



only yourselves, in your arduous and often perplexing duties, but also to furnish to the taxpayers of this district incontrovertible arguments for a continuation of that marked liberality which has, for many years, characterized the property owners of Portland; a liberality which has already secured for our public schools an excellent reputation at home and abroad.

### STATISTICS.

Population of the city (estimated).....	14,000
Number of persons of school age (between 4 and 20 years) census of March, 1878.....	girls, 1,700; boys, 1,607, total, 3,307

### Enrollment.

Whole number of different pupils enrolled in the public schools for the year ending June 27, 1878.....	2,332
Per cent. of whole number of school age.....	70.5

### By Schools.

High School .....	girls, 73; boys, 75.	Total, 148
Central School—Grammar } .....	" 129 " 102.	" 751
Primary } .....	" 240 " 280.	" 777
Harrison St. " Grammar } .....	" 105 " 82.	" 656
Primary } .....	" 273 " 317.	" 777
North School—Grammar } .....	" 92 " 82.	" 656
Primary } .....	" 216 " 260.	" 656
Totals.....	girls, 1,126; boys, 1,206—2,332	

### Average Number Belonging.

High School .....	124.7
Central School .....	516.2
Harrison Street School .....	536.0
North School .....	437.3
Total .....	1614.2

### Average Daily Attendance.

High School .....	118.6
Central School .....	485.1
Harrison St. School.....	504.6
North School.....	404.3
Total .....	1512.6

### Average Daily Absence.

High School .....	6.1
Central School.....	31.1
Harrison St. School ..	31.3
North School .....	33.1
Total .....	101.06

### Per Cent. of Daily Attendance.

High School .....	95.1
Central School .....	93.9
Harrison St. School.....	94.1
North School.....	92.4
Total—all Schools.....	94.3

## Number of Cases of Tardiness.

High School .....	59
Central School .....	240
Harrison St. School.....	362
North School.....	455

Total.....1116

NUMBER OF CASES OF TARDINESS to each pupil in average daily attendance.....  $\frac{3}{4}$

PER CENT. OF TARDINESS, on a basis of 400 opportunities for tardiness for each pupil in average daily attendance.....18-100 of 1 per cent

## Number Remaining June 27, 1878.

High School.....	101
Central School.....	477
Harrison St. School .....	468
North School.....	386

Total ..... 1432

Number of days in school year.....200

## AGES.

### Average Ages of Pupils by Schools and Grades, June, 1878.

High School, Seniors, 17.4; Middle Class, 16.6; Junior A's, 14.8; Junior B's, 15.1.

	CENTRAL.		HARRISON ST.		NORTH.	
	A.	B.	A.	B.	A.	B.
First.....	14.5	13.3	15.2	13.7	15.2	13.0
Second.....	13.2	12.7	13.0	13.0	13.9	12.8
Third.....	12.5	11.5	12.5	12.3	12.6	11.8
Fourth.....	10.6	9.6	10.7	10.1	11.2	9.9
Fifth.....	8.2	7.5	9.3	8.8	8.8	8.4
Sixth.....	6.8	6.0	7.2	6.0	7.7	6.5

NUMBER of PUPILS in attendance June 27, 1878, under 5 years of age.....	10
Between .....5 and 6	37
Between .....6 and 16	1305
Over .....16	80

Total ..... 1432

## Colored Pupils.

High School .....	0
Central School.....	5
Harrison St. School.....	5
North School.....	8

Total ..... 18

## Examinations and Promotions.

		Jan., 1878	June, 1878
HIGH SCHOOL.	No. Examined.....	117	101
	No. Promoted.....	102	72
	Per cent. " .....	87.1	80

CENTRAL SCHOOL.	}	No. Examined.....	493	460
		No. Promoted.....	351	378
		Per cent. " .....	70.7	82.1
HARRISON ST. SCHOOL.	}	No. Examined.....	506	454
		No. Promoted.....	325	368
		Per cent. " .....	64.2	82.8
NORTH SCHOOL	}	No. Examined.....	385	370
		No. Promoted.....	229	307
		Per cent. " .....	64.2	82.9
ALL SCHOOLS.	}	Whole No. Examined .....	1501	1385
		Whole No. Promoted .....	1007	1125
		Per cent. Promoted.....	67.0	81.2

### Scholarship.

PER CENT. of those PROMOTED whose average standing in all studies was 80 PER CENT. and upwards.

	Jan., 1878.	June, 1878
High School .....	74.5	70.7
Central School .....	74.5	69.3
Harrison St. School .....	59.3	64.6
North School .....	64.2	65.0
All Schools .....	67.1	67.4

### Cost of Tuition.

Total amount expended for the support of the public schools of this district, for the year (12 months) ending June 30, 1878 (exclusive of all sums paid for permanent improvements).....		\$37,457.10
Total cost per pupil registered.....		\$16.02
Cost per pupil belonging for Tuition .....		19.55
"	Janitors .....	.876
"	Fuel .....	.592
"	Repairs .....	.71
"	Supplies .....	.245
"	Incidentals .....	1.133
Total.....		\$23.20

### Accommodations.

Number of school buildings .....	3
NUMBER OF SITTINGS—High School (Central building).....	143
Central School.....	549
Harrison St. School .....	575
North School .....	501
Total .....	<hr/> 1768

### Teachers.

Superintendent.....	1
Drawing Teacher.....	1
Supernumerary .....	1
High School (1 teacher, half time).....	5
Grammar Schools—Central.....	4
Harrison St.....	4
North .....	4—12
Primary Schools—Central.....	6
Harrison St.....	7
North .....	5—18
Total.....	38



## Tardiness of Teachers.

High School.....	1
Central School.....	4
Harrison St. School.....	4
North School .....	3
Total .....	12

## Discipline.

### NUMBER CASES OF CORPORAL PUNISHMENT—

High School .....	0
Central School .....	81
Harrison St. School .....	28
North School.....	92
Total.....	201

### No. CASES OF SUSPENSION—

High School.....	2
Central School.....	13
Harrison St. School.....	15
North School.....	19
Total.....	49

## Visitors.

### WHOLE NUMBER OF VISITS RECORDED FOR THE YEAR—

High School .....	355
Central School .....	713
Harrison St. School.....	151
North School.....	281
Total .....	1500

## Comments.

Of the 3,307 persons entitled to free tuition in the public schools of this district, 2,332 (70.5 per cent.) were actually enrolled during the year. Last year but 66.4 per cent. of the school population was enrolled. Comparing these figures with other cities of well-known reputation in school matters, it will appear that in point of patronage of the free schools, Portland is not lagging.

Boston .....	94.
San Francisco.....	75.
PORTLAND, OREGON .....	70.5
Chicago.....	48.
Cincinnati .....	46.
Columbus.....	42.
Detroit.....	38.
St. Louis .....	26.

The very high per cent. in Boston is owing not a little to the fact that the basis is limited to the number between the ages of 5 and 15 years.

## Per Cent. of Attendance.

Last year Superintendent King predicted that the per cent. of

attendance for 1879 will be 95. His prediction is in a fair way to be fulfilled, as the per cent. has been advanced from 93.3 to 94.3 in one year, and with ordinary diligence the remaining seven-tenths of one per cent. can be easily added during the coming year.

### Comparative Table for Five Years.

	1874.	1875.	1876.	1877.	1878.
Average number belonging.....	1233.8	1106.5	1281.1	1417.6	1614.2
Average daily attendance.....	995.5	997.	1186.2	1323.7	1512.6
Per cent. of attendance.....	80.6	90.1	92.6	93.3	94.3

As to the accuracy of these figures in every particular, it can be confidently said that extraordinary care has been exercised in preparing every report.

Therefore, in comparisons with other schools, we stand on solid ground, and our bases of computations are those of standard authority.

The following comparison with several leading cities conveys its own lesson.

Per cent. of daily attendance on average number belonging:

Cincinnati .....	96.2
PORTLAND, OREGON .....	94.3
Chicago .....	94.
Columbus .....	93.9
Cleveland .....	93.7
San Francisco .....	93.7
St. Louis.....	93.
Boston.....	92.8
New York .....	92.

We have a large per centage of Jewish and Catholic children in our schools, and all their "sacred days" are counted against our attendance. We retain the names of most pupils for five days before they are dropped. These days are against us also.

If we can reach and maintain an average daily attendance of 95 per cent. of the average number belonging, we shall have attained a degree of excellence in that respect seldom surpassed.

### Tardiness of Pupils.

#### COMPARATIVE TABLE FOR FOUR YEARS.

	1875.	1876.	1877.	1878.
Average daily attendance.....	997	1186.2	1323.7	1512.6
No. cases of tardiness .....	6690	1741	1327	1116

This showing is truly gratifying, and reflects great credit on both teachers and pupils for their labors in this direction.

With increased diligence and the fostering of a proper spirit of emulation, the per cent. of tardiness ought to be reduced from 18-100 of one per cent., as reported this year, to at least 12-100 of one per cent. for next year.

The per cent. of tardiness for each school year was as follows:



High School.....	12½-100	of one per cent.
Central School.....	12-100	" "
Harrison St. School,.....	18-100	" "
North School.....	28-100	" "

The North school is situated at such a distance from the town clock and the fire alarm bell that they can be heard at that building only under the most favorable circumstances.

A large part of the pupils of that school live beyond (northward) and still further away. The bell at the Central school is practically useless to the north district. Scores of families are destitute of a time-piece; in cloudy weather (and we have *almost* as many cloudy days as has been jokingly reported), it is the merest guess work as to the correct time. Harrison Street school is but little better situated. The Principal of that school, I. W. Pratt, who has had control of the school for over nine years, is of the opinion that the minimum of tardiness has been reached, unless the proper remedy is furnished. That remedy is to furnish each of those schools with a good, clear-toned bell. A bell weighing from 175 to 225 pounds can be had for \$75.

The two bells and cost of mounting will not entail an expenditure of more than \$175. When the advantages to the school are considered, when the improvement of habits of punctuality is properly weighed, the cost of these indispensable auxiliaries seems insignificant.

The vast importance of inculcating the habit of punctuality can scarcely be estimated.

"Punctuality is a virtue which must be cultivated by all who would succeed in any calling, whether lofty or humble. It is emphatically the virtue of a mercantile and busy community. Nothing inspires confidence in a man sooner than this quality, nor is there any habit which sooner saps his reputation than that of always being behind time. To the busy man, time is money, and he who robs him of it does him as great an injury, so far as loss of property is concerned, as if he had picked his pocket, or paid him with a forged check or counterfeit bill. Punctuality should be made not only a point of courtesy, but a point of conscience."

"The successful men in every calling have had a keen sense of the value of time. They have been misers of minutes. Napoleon studied his watch as closey as he studied the map of the battle field. It is related of him that on one occasion his marshals, who had been invited to dine with him, were ten minutes late. Rising to meet them, the Emperor, who began his dinner as the clock struck and had finished, said: "Gentlemen, it is now past dinner, and we will immediately proceed to business;" whereupon the marshals were obliged to spend the afternoon planning a campaign, on empty stomachs."

“ It is said that Col. Rahl, the Hessian commander, who, in the American Revolution, was routed and taken prisoner at Trenton, lost the battle through procrastination. Washington, who captured Rahl and his 1,000 Hessians, was so rigidly punctual, that when Hamilton, his secretary, pleaded a slow watch as an excuse for being five minutes tardy, he replied: ‘Then, sir, either you must get a new watch, or I must get a new secretary.’ ”—*Getting on in the World.*

Quite a commendable spirit of rivalry, resulting in permanent good to all parties, has been aroused in the various schools on the question of tardiness.

So strong a sentiment against it has been created, that many pupils have been constrained to set a higher estimate on their punctuality than on their scholarship. Finding themselves late at school, they have often preferred an unexcused absence to a tardy mark. In a few instances the zeal of the teacher has overcome the judgment in approving these acts on the part of pupils.

An occasional tardiness, if excusable, is far less injurious than a half-day's absence from important lessons.

Two classes or grades deserve public mention in this connection.

To both teachers and pupils of these rooms the entire department is indebted for an example worthy of emulation.

*Not a single case of tardiness occurred in either class during the entire year.*

Two other classes in the schools recorded 142 and 149 cases, respectively!! What a contrast!

The records first mentioned were not made, as some might infer, at the expense of their attendance. Not a single case has been brought to notice where a single pupil, a member of either of these rooms, has arrived late and gone home rather than ruin the record, and thus defeat the labor of the other members of the class.

The rooms referred to are those of Miss L. W. Spaulding, of the North school, and Miss E. C. Sabin, of the Central school, both classes of the Second grade. The per cent. of daily attendance in the former room was, for the year, 94.9, and for the latter, 96.

### ROLL OF HONOR.

Just here is the place to honor the noble company of boys and girls who have left on record such examples of punctuality.

#### Neither Absent nor Tardy for Two Years.

Earl Bronaugh, Central School.  
Cecil Holcomb, High School.  
Minnie Gray, High School.  
Annie Kellogg, High School.

Ezra Kingsley, Harrison Street School.  
Nellie Paxton Harrison Street School.  
Ida Winter, Harrison Street School.  
Sarah Martin, North School.—8.



## Neither Absent nor Tardy during the Year.

### HIGH SCHOOL.

Josie Bettman,  
Lizzie Gibbs,

Lellia White,  
Emma Heldebrand,

Mary E. Test,  
Sophia Durkheimer.

### CENTRAL SCHOOL—GRAMMAR DEPARTMENT.

Ada Gray,  
Emma Hamilton,

Lena Morgan,  
Lizzie Jones,

Frank Keefer,

### PRIMARY DEPARTMENT.

Clara Clark,

Charles Gentner,  
Aaron Mendelson,

Leon Bories,

### HARRISON STREET SCHOOL—GRAMMAR DEPARTMENT.

Otis Beebe,  
Herbert Cardwell,  
Julia Hainmond,  
Eddie Jasper,  
Charles King,

Allie Strowbridge,  
Charles Thornton,  
Ella Crawford,  
Blanche Hampton,  
George Hain,

Mary Jenne,  
George Strowbridge,  
Annie Tilton,  
Emma White.

### PRIMARY DEPARTMENT.

Celia Abraham,  
Conny Harlow,

Marshall Millard,  
Annie Winter,  
Minnie Newell,

Willie Fahie,  
Frank Morin.

### NORTH SCHOOL—GRAMMAR DEPARTMENT.

Imogene Bybee,  
Lizzie Dove,

Haskel Malleis,  
Charles Seaquist,  
Conrad Rindlaub,

Myra Cooper,  
Ellen Dunbar.

### PRIMARY DEPARTMENT.

Alwyn Carstence,  
Fred. Cooper,

Clemmie Phillips,  
Louisa Shire,  
Nellie Phillips,

Bertha Cooper,  
Olive Jenner.—49.

## Nether Absent nor Tardy for One Term of Five Months.

### HIGH SCHOOL.

[This includes the two terms of the past year.]

Sarah Beck,  
George Bodman,  
May C. Caldwell,  
Emma Durkheimer,  
Gertie Gallick,  
Alvah S. Going,  
Charles Kahn,  
George Low,  
Albert J. Lawrence,

Luella Maxwell,  
Wm. Neppach,  
O. F. Paxton,  
Eva Paxton,  
Nathan Simon,  
Frank Streibig,  
Allie White,  
Minnie Braden,  
Albert Berni,  
Willie Wygant.

Charles Chambreau,  
Katie Freeman,  
Geo. Hendricks,  
H. M. Lambert,  
Lucie Mason,  
Thomas Morse,  
Frank Parker,  
Fred. Schoppe,  
Walter Tilton,

### CENTRAL SCHOOL—GRAMMAR DEPARTMENT.

Louis Beno,  
Bell Bettman,  
Adolphus Dekum,  
Hugo Depenning,  
William G. Eliot,  
Jennie Folger,  
Milton Goldsmith,  
Sophia Holman,  
Lena Hurgren,  
Minnie Lynnes,  
Esther Levy,  
Simon Mish,  
Robert C. Porter,  
Carrie Rosenblatt,  
Anna Rohr,

Mary Reynolds,  
Lizzie Stimson,  
Willie K. Smith,  
Willie Striebig,  
Elma Smith,  
David Williams,  
Louise Wygant,  
Willie Bettman,  
Philip Blumauer,  
Jennie Depenning,  
Fannie Dickinson,  
Herman Elkeles,  
Ella Gandy,  
Curtis Holcomb,  
Charles Herrall,

Louis Joseph,  
Hannah Leonard,  
Paul Lee,  
Fannie Plummer,  
Marshall Peterson,  
Bonita Riley,  
Lillie Rosenblatt,  
Willie Stimson,  
Ella Shipley,  
Minnie Simon,  
Fred Sladen,  
Nora Wiggs,  
Ella White,  
Ralph Hoyt.



## PRIMARY DEPARTMENT.

Mentie Buck,  
Katie Breithbarth,  
Harry Barman,  
Minnie Carlton,  
Edgar Clough,  
Hattie Folger,  
Thomas Farrell,  
Louis Gentner,  
Charles Gibbs,  
Lillie Hayman,  
Estelle Illidge,  
Lovina Jones,

Boleta Malby,  
Fred B. Morgan,  
Robt. Pilkington,  
Eva Peterson,  
Florence Stroud,  
Bessie Thompson,  
Mamie Bray,  
Adolphus Breithbarth,  
James Clarke,  
Edwin Clough,  
Ernest DeLashmutt,  
Bertie Farrell,

Henry Fleckenstein,  
Charles Garretson,  
Emily Holman,  
Anna Harris,  
Birdie Jones,  
Charles LeGay,  
Willie Marston,  
John Oatman,  
Harold Pilkington,  
Lennie Streibig,  
Stella Smith,  
Nellie Watkins.

## HARRISON STREET SCHOOL—GRAMMAR DEPARTMENT.

George Case,  
Lizzie Freeman,  
George Gardner,  
Hannah Hodge,  
Ella Ham,  
David Honeyman,  
Lincoln Jones,  
Maggie Macrum,

Louie Peterson,  
Lucy Rathbun,  
Oscar Shattuck,  
Lizzie Thornton,  
Henry Wich,  
Frank Drake,  
Albert Freeman,  
Mary Garwood,

Oakley Harkins,  
Coke Hill,  
Commodore Jenne,  
Carrie Kingsley,  
Ella McBride,  
Capitola Seaman,  
Mary Stewart,  
Stewart Tannock.

## PRIMARY DEPARTMENT.

Bertie Allen,  
Charles Blum,  
George Bradley,  
Theodore Brandes,  
Benjamin Barker,  
Carrie Crawford,  
Arvid Coleman,  
Bennett Crich,  
Lucy Dilley,  
Elsie Floyd,  
Rodolph Fichtner,  
George Fichtner,  
Willie Gambell,  
Carrie Himes,  
Mary Hendricks,  
Flora Harkins,  
Josephine Koehler,  
Annie Laudenklos,  
Augusta Misenheimer,  
Jessie Millard,  
Belle Morris,  
Frank Mulkey,

John Reid,  
Amelia Rummelin,  
George Rummelin,  
George Reed,  
Luther Steel,  
Sarah Sharninghausen,  
Laura Taylor,  
Andrew Tannock,  
Willie Walters,  
Eddie Wich,  
Leonard Baker,  
Mary Berry,  
Lyman Barber,  
Ludwig Brandes,  
Frank Barron,  
Minnie Canfill,  
Annie Christiansen,  
Willie Crawford,  
Carrie Dilley,  
Nellie Freeman,  
Hettie Fryer,

Hattie Gates,  
Martin Gaus,  
Clara Ham,  
Edna Henley,  
Maggie Koehler,  
Clarence Kellogg,  
Sammie Lotan,  
Julia Maxwell,  
Mattie Mooney,  
Willie Morin,  
Mamie Reed,  
Elmer Robbins,  
Paulina Rummelin,  
David Rowan,  
Idilley Rhodes,  
Joey Strowbridge,  
Willie Stephenson,  
Agnes Tannock,  
Emma Teatz,  
James Wills,  
Claude Young.

## NORTH SCHOOL—GRAMMAR DEPARTMENT.

Phemie Ainslie,  
Eddie Campion,  
Lala Dalton,  
Alice Gibson,  
Julius Kallich,  
Nellie Kerns,  
Henry Mitchell,

Rosa McDermott,  
Willie Sorensen,  
Emil Waldman,  
Allie Williams,  
Eliza Bills,  
Adam Collins,  
Ollie Flidner,

Johnny Houle,  
Ella Kaufman,  
Oscar Kilbourn,  
Charley Miller,  
Harry Sitton,  
Fred. Stewart,  
Alex. Wagner.

## PRIMARY DEPARTMENT.

Eddie Babcock,  
Louisa Bell,  
Ella Coniton,  
Tressy Dove,  
Emma Fry,  
Jessie James,  
Eva Jenner,  
Bennie Morrice,

Robert Payne,  
Herman Stark,  
Roderick Sutherland,  
John Wallace,  
Etta Bailey,  
Harry Campion,  
Eugene Crowne,  
Gerty Flidner,

George Hoyt,  
Sarah James,  
Abraham Mitchell,  
Eliza O'Neil,  
Willie Rath,  
Matilda Stark,  
Anna Toofanoff.—241.

### Ages of Pupils.

Much has been written and more spoken about the minimum school age of children.

The general impression prevails that there are in our own schools whole classes of children to be found under six years of age.

Many will, therefore, be surprised to learn that of the 1,432 pupils in the schools June 27, 1878, but 10 were under five years of age, and but 47 between the ages of four and six.

If the State law were amended fixing the minimum school age at six years, it would reduce the number of pupils in actual attendance, in our district, less than 100 during an entire year.

Yet, for the sake of this small number in the city of Portland, it would reflect credit on the coming Legislature to so change the law that no child under six years of age can claim any right to admittance to any public school in the State.

In many large cities where there is a large class of parents, both fathers and mothers, who are compelled to work from home during the day, and must, of necessity, trust their numerous progeny to the public charities, it has been found almost a necessity, as a measure of self-protection, to establish kindergartens and kindred institutions for the proper care of this portion of the community.

Here, however, no such a state of society exists, and the number of children under six years is so small, that no injury could follow if the law were changed as suggested.

### Examinations and Promotions.

The general plan of conducting our examinations has been retained.

The City Superintendent prepared all the questions for each of the two semi-annual examinations, except for the classes in German and French in the High school. He took entire charge of the A classes, First grade, candidates for graduation and admission to the High School. To secure more uniformity in methods of teaching reading, and a more uniform standard of marking that important branch, he visited each class, and made a series of suggestion on various points connected with this study, and at each examination heard each child separately in reading, aggregating over 3,000 distinct exercises.

The suggestions of Superintendent King, made last year, on these points, have been mainly carried into execution, and have proved practical and decidedly advantageous.

By reference to the statistics on pages 5 and 6, it will be seen that the per cent. of promotions by schools has been fair, 80 per cent. being the lowest in any one school; but, when a careful examination of Table VI., Appendix, is made, it will appear that, while



the general average is good, too large a per cent. of failures is found in the Fourth and Third grades. In the January examination, but 41.2 per cent. of all pupils examined in the Third grade were promoted; and in the Fourth grade, but 50.5 per cent. In the June examination, the per cent. of promotions was increased, mainly owing to the fact that a very large number of pupils had then been a whole year on the grade work, and, of course, were well prepared for examination.

For four of the last semi-annual examinations, this same state of things is disclosed. The few low per cents of promotions in the First and Sixth grades are easily explained.

### Comparative Table of Four Semi-Annual Examinations.

	First Grade.	Second Grade	Third Grade.	Fourth Grade	Fifth Grade.	Sixth Grade.
January, 1877.....	62.0	87.1	69.1	49.1	87.2	76.7
June, 1877.....	88.1	99.1	64.7	73.3	86.9	85.8
January, 1878.....	70.8	83.6	41.2	50.5	91.8	65.3
June, 1878.....	65.1	94.8	78.8	76.1	93.3	82.6
Totals.....	72.1	91.1	63.4	62.4	88.8	77.4

The first serious trouble in the course of study the pupil meets is in the B class, Fourth grade. It will be seen that from every 100 who enter that grade, but 62 are promoted. In the Third grade, but 68 from every 100 are promoted. The result has been great discouragement on the part of children, teachers and parents. To enter the Fourth or Third grade seemed as hazardous as taking chances in a lottery.

The teachers employed in those grades, with a very few exceptions, have been faithful and efficient. They have labored zealously, and have employed the very best means available for the advancement of their pupils, and with what average success the table referred to attests.

Believing that a revision of the grade work and an extension of time in which to complete the prescribed course, as revised, would be a step in the right direction, and in time relieve these overburdened grades, the Executive Committee, consisting of the four Principals and City Superintendent, asked leave of your Board to make the changes deemed necessary. The permission was cheerfully granted. After much deliberation and a careful comparison of ideas, the committee submitted a report, which your Board has approved, and at the opening of the schools in the fall, we hope to inaugurate the

### New Grade Work.

This will consist of eight grades—four Primary and four Gram-



mar, and a High school course of three or four years, according to studies pursued.

The schedule time required to complete the Primary and Grammar school course will be eight years, instead of six.

The fact is made clear from the tables of ages published last year (see report of 1877, p. 7) and those furnished this year, (see p. 5), that very few pupils, compared with the whole number, have been able to move with any regularity or certainty through the grades as heretofore prescribed.

While these figures are exact, they may not be positive or entirely reliable indicators of the defects referred to in the old grade work. Yet, when these data are taken even for two consecutive years, they show a tendency toward a prolonging of the time necessary to do the work beyond that laid down.

The difference between the average ages of the Sixth grade and the First grade was, last year, 7.6 years. The schedule time is 6 years. Here is a year and a half of failure. This year the ages are given by classes. Subtracting the average of the B class (lowest), Sixth grade, from that of the A class (highest), First grade, we have as the result in the Central, 8.5 years; Harrison street, 9.2 years, and in the North, 8.7 years.

These schools have been regularly at work for a series of years on the present course of study, and there seemed no fair prospect of encouragement in the direction of more uniform advancement.

Now, if the time allowed, six years, in which to complete the work is all that was required of the average pupil, there ought not to be such a great discrepancy between the actual time and the schedule time. It has been suggested that one or two years of this extra time can be accounted for by the presence in our upper classes of our "country cousins," who have grown in years but not in "book learning," and have entered our schools temporarily.

The number of that class of pupils is entirely too small to materially change the result. Allowing a year (too much by half) as the effect of this element, and there is left a discrepancy that cannot be well explained, save on the theory already outlined.

A carefully graded course of study, with average pupils as to ability, and with a competent corps of conductors, ought to be and can be completed, step by step, with the regularity of clock-work. At least, whatever variation from that regularity may occur, can be explained on the ground of irregular attendance or want of average ability.

By reference to the tables of ages in other and more thoroughly graded schools, we find that the allotted time is maintained from one grade to another, with gratifying and even surprising precision. What has been done in other schools, can be done right

here in Portland. We have secured a high per cent. of attendance, an important and indispensable factor in mastering any course of study; what we now need, and hope soon to secure, is the requisite time, a proper distribution of the work, and, not by any means to be neglected, an active, energetic corps of teachers.

The first two we have endeavored to ingraft into the new grade work; the last, but not least, we expect the Board of Directors to supply.

Our general plan for conducting examinations has been fully and clearly explained in former reports.

If we retain our system of semi-annual examinations as the only means of ascertaining the progress of pupils, and their fitness for advanced studies, we ought, by all means, to economize our time more judiciously.

At present, we commence examining classes two and a half weeks before the close of the term. Fully one-half of the time is almost wholly wasted, and, in many classes, worse than wasted. Excitement and a certain degree of anxiety will always be manifested, however quietly and orderly the examinations are conducted. Indeed, a pupil who displays no interest whatever in the results of even an ordinary recitation, gives evidence of unfitness for promotion. It is not the excitement that is the source of much anxiety to the school authorities, but the useless and almost criminal squandering of precious time.

Unavoidably, under the present programme, many classes are left for days with little or nothing to do but "play school." Examinations all over and all interest in study gone. Theorize as we may about the ability of teachers to "create and maintain an interest in study" to the last moment, their duty "to hold the attention" consecutively, we must come at last to bare facts, and admit that the best of our "drill masters" find it irksome to "play school" under such circumstances. There ought to be no occasion for such a gross violation of the child's nature. Better concentrate our work; devote less time to examinations, and thus obviate the necessity for resorting to questionable expedients for maintaining the mere semblance of school.

### **Thoroughness vs. High Per Cent. of Promotion.**

The table giving the results of the semi-annual examinations by classes and teachers has been omitted.

The opinion is here expressed that incalculable injury has been done, both to the teachers and to the pupils of our free schools, resulting from a spirit of rivalry on the part of teachers to pro-high per cents of pupils. It has led to a species of cramming, practiced by principals and assistants alike. It has been the source of bitter animosities, which to this day have not been forgotten, and some very late unpleasant wranglings, over arbitrary



standards in marking papers, are directly attributable to this unprofessional struggle to make a good record—in figures.

There are too many other and more important factors entering into the final product of a term's work, to justify such undue prominence and publicity to a table of unexplained individual percentages. The pressure brought to bear by overestimating and too strongly emphasizing this question of high per cents. of promotion, has led to the employment of very many questionable and even discreditable expedients on the part of many of our teachers.

Teachers, more anxious about their per cents. of promotion than about the real progress of their pupils, finding towards the close of the term that certain pupils are backward in their studies, have encouraged and openly advised them to withdraw from the school. Parents have been requested, *in writing*, to find some other employment for their children. Why? For no other reason whatever than simply because the teachers saw in each one of those unpromising pupils a certain per cent. for or against them!

This same pressure has repeatedly operated against bright, intelligent pupils, who have applied for admission to certain classes, and after a very superficial and hasty examination, have been assigned to classes at least one term of five months, their inferior in real progress. All that was lacking was a few weeks of review to rank as the peer of any member of the class to which application was first made. Why this unjust discrimination against true merit? Because the teacher fears a failure "to pass" more than the irreparable injury done to the pupils so treated.

Teachers have often ill-disguised their fancied wrongs, when a Principal has placed some new pupils in their classes against their own opinion as to whether they would be able "to pass them."

In more than one instance during the past year, the City Superintendent and the Board of Directors were severely criticized for their action in restoring certain boys who had been suspended. On what grounds was the criticism made? "Because," said one teacher to another, "I was just congratulating *myself* that I had got rid of——, for I am sure I cannot 'pass him,' and he will *cut down my per cent.*"

Some of our teachers, caring less for show, and more for real, conscientious teaching, have presented every single pupil for examination; while others have resorted to various expedients to prevent the examination of certain pupils. The result has been, that according to the "figures," the former has made a "failure," while the latter has had "great success"—in promoting.

In the B class, Sixth grade, it has been the practice, and a very commendable one, to present only such of the class as, in the judgment of the teacher, ought to be promoted. Then, if



teachers are to be judged as to their efficiency by bare figures, there would be an unjust comparison between the teachers of the Sixth grade and those of the upper grades.

Of necessity, the results of examinations of individual classes are collected, tabulated and preserved, and may be inspected by those interested; but objection is made, on most excellent grounds, to making these results public without note or comment.

In fact, if the tables of per cents. of promotion for the past few years indicate, in even a comparative sense, the real ability of teachers, quite a number of the present corps ought to be rusticated at once, and others, who have at various times failed of reelection, should be recalled.

If we can secure faithful, well-directed, intelligent teaching, the results will take care of themselves. A whole class may fail, under the hands of our most skillful instructor, to attain a fixed but arbitrary standard, owing to some unfortunate circumstances, unforeseen and beyond the control of the teacher. No intelligent person would for a moment presume that the zero in a table of per cents. was the measure of that teacher's ability as a teacher. Long before an examination occurs, the Principal and Superintendent are thoroughly satisfied as to the general qualifications of a teacher, and the final result in "figures," be it ever so fine or poor, is considered too small a factor to be noticed, and like the extreme decimal figure, is omitted in the estimate.

The following resolutions were adopted by the Board of Education in Oakland, California, some three years since:

The first one indirectly condemns a practice which has been quite too popular in our own schools. "*Not solely for the benefit of the pupil,*" but rather for the benefit of some teachers' per cents. of promotion.

The second is a very well worded opinion of the place teacher's per cent. of promotions occupies in the mind of discriminating employers.

*Resolved*, That by the suggestion of the Superintendent, the attention of Principals be called to the matter of remanding pupils from a higher to a lower grade, and the necessity urged upon all the teachers of the greatest care that such action be not taken without the very best of reasons, and *solely for the benefit of the pupil so remanded*. *Resolved*, That while we recognize as commendable, on the part of teachers, the ambition to promote as many of their pupils as possible, we do not deem it advisable to make this result paramount to all others, and, in the opinion of this Board, the success of teachers should not be measured entirely by the number of pupils promoted, but that *other things* will be considered in judging of the merits and capabilities of any teacher in the Department.

### Cost of Tuition.

Last year the total cost of tuition per pupil belonging, was given at \$21.60. A slight error was made in the cost of incidentals. The amount paid for supervision and instruction was \$27,824.75. This gave \$19.63 for tuition per pupil. The amount paid for incidentals, including Janitors' salaries, fuel,

&c., was \$4,059.83, which gave \$2.86 per pupil. Total cost last year, \$22.49. Adding to the item of "Incidentals" for last year such items as have been included under that heading in this year's estimates, viz: advertising, brooms, insurance and repairs (not permanent improvements), and the cost for last year was \$23.58. These additions are made because, first, they are legitimate expenses; and, second, in order to compare the cost of this year with that of last year, on the same basis.

That you may see the comparative cost of education in other cities, the following is presented.

### Comparative Cost of Tuition.

San Francisco.....	\$33.78
Boston, .....	31.40
Springfield, Mass.....	30.39
St. Louis.....	30.12
New York.....	29.38
Pittsburg.....	25.15
Cincinnati.....	24.34
PORTLAND, OREGON.....	23.20
Columbus.....	22.18
Cleveland.....	20.72
Chicago.....	20.06
Detroit.....	18.62

### School Accommodations.

Last vacation ten new school rooms were added—four at Harrison street, two at the Central, and four at the North school.

These have all been occupied during the last term, except those at the North school, and one of these rooms ought, in justice to Miss Coburn, the Sixth grade teacher, to have been occupied also. In fact, but two vacant rooms are owned by the district.

Anticipating the rapid growth of the school population, and an increased per cent. of this population in the public schools, the taxpayers, at their last meeting, in April, voted a liberal appropriation for the purchase of ground and erection thereon of a new building.

The plan adopted is substantially that of the Tompkin's school, in Oakland, Cal. It will be a two-story (with basement), twelve-room building. Seating capacity, 600. The very latest and most approved plans for ventilating, lighting, heating and securing order will be introduced.

The location chosen, the block known as the "Harker Block," bounded by Madison, Jefferson, West Park and Eighth streets, is one of the most central and eligible in the city. The entire cost of grounds and building (when finished) will aggregate \$30,000. It is expected that by the first of November next, the lower floor of six rooms will be ready for occupancy.

In a future report it will be a pleasure, no doubt, to give a description of this building.



### Corporal Punishment.

In 1876, 76 cases were reported; 1877, 78 cases; and this year, 201 cases.

If it was not a fact that many of these cases were the merest semblance of corporal punishment, our friends might fear that we are going backwards.

Yet, after all the doubtful cases are dismissed, far too many cases of genuine flogging have been reported.

Of these 201 cases, 50 are recorded against one teacher !

It is an omen of better things to be able to record the opinion, long entertained by your Board, and now publicly expressed in Rule 40, new series, to the effect that corporal punishment is to be classed as the *very lowest means* employed to secure order, and will be permitted only after *every other available means* has been tried.

The patrons of the public schools will thank you heartily for stating in such clear and unmistakable language, in Rule 41, your determination to dispense with the services of any teacher who either " wilfully or carelessly inflicts any manner of punishment on or about a pupil's head."

### Suspensions.

The per cent. of suspensions has not increased over that of former years, yet quite a number of cases could have been avoided and no harm to discipline incurred, if more time had been taken to inquire into the original causes of the complaint. Since Principals are alone responsible for suspensions, it is clearly their duty, and an act of justice to the accused to make a very careful investigation before inflicting a penalty so severe and humiliating as that of suspension. It is not always wise to act on the unsupported recommendation of a teacher, who may be at the time angry, or who may have contributed, in no small degree, to precipitate a collision between the teacher and pupil.

It is not unfrequently the case with our younger and less patient teachers, that they grow restless and irritable, and often provoke disorder and rebellion in their own classes. It is a great wrong to sustain such a teacher, by suspending from school the pupil who has often had the greater provocation of the two.

### Visitors.

If Superintendent King was, last year, highly gratified with the fact that 539 visits were made during the year to the various class rooms, there is abundant reason for feeling somewhat flattered this year at the 1,500 visits reported.

It is a strange feature of our boasted civilization and our avowed adherence to the system of public schools, that thousands of in-



telligent parents trust their tender and immortal offspring to the care of entire strangers.

These same parents would not trust the most intimate and competent carpenter acquaintance to construct a stable, or an ordinary board fence, without first inquiring after the plan, the material to be used, and reserving the privilege of making suggestions and even altering the entire plan. In graver matters, those of more lasting, imperishable elements and eternal effects, in regard to the moulding, shaping and directing of the life, with all its issues, of a dear child, these same parents display an apparent indifference.

The teachers in our public schools, as a class, do not know one in ten of the patrons of their respective rooms.

It cannot be expected that the teachers can spare the time to make social visits to each family represented in school.

It is more than mere conjecture that some families are so situated that a visit from a teacher would be a source of mortification rather than a pleasure.

It is an implied duty, an exalted privilege of every parent to visit the school room, and carefully note the modes and methods in use; observe the temper and bearing of the teacher; and, in general, lend a helping hand in the intricate and responsible work of mind culture.

### Neatness.

What was said last year by the City Superintendent on this subject can be repeated now, and especially emphasized. Not by any means excusing any lack of neatness which may have been noticed on the part of Principals, it seems but necessary to mention the fact, that of the 36 teachers employed in actual school work, 32 were ladies. We instinctively look to this part of our corps for marked examples of tidiness. Since so large a part of our teachers are ladies, the following extracts from one of America's most successful educators, Miss Anna C. Brackett, will, no doubt, be received with favor.

The suggestive thoughts are pertinent, and, if elaborated and immediately carried into practice in the school room, no occasion will ever arise again for calling such public attention to this subject.

### School Room Order.

"Most teachers seem to consider that their full duty is done when they have heard the lessons recited, have given whatever explanations are required, and have marked the attendance. It does not occur to them that it is a matter of concern whether the desks are in order, the books properly placed therein, with some definite plan of arrangement as to size or as to topic, and nothing in them which ought not to be there; and there is a class of teachers, as well as pupils, who seem to consider it a matter of course that the school-room floor should be strewed—at any rate, at the close of school—with bits of paper and pencil sharpenings. In other words, they would isolate intellectual instruction from all other; and this is the fatal mistake of very many of our schools.

\* \* \* \* \*

"Now, we do not say that it is necessary that all the pupils in school should arrange the contents of their desks according to the same principle of classification; but we do say that they should arrange according to some principles of classification. Pencil-sharpenings and torn bits of paper will naturally be classified by any sane mind under the head of "Waste-basket, or waste-box," but never under the head of "Floor" or "Coal-box."

\* \* \* \* \*

"There are among women two kinds of housekeepers: one allows her house to accumulate dust for a long time, and then upsets the whole establishment in a sudden attempt at cleanliness; the other keeps her house clean all the time, and not spasmodically. Which is the nearer to godliness? The truth is, that in a school where the pupils have to take a "new start" in the matter of orderly room and desks, duty has been neglected.

\* \* \* \* \*

"To train every pupil in school into habits of order in wardrobe, schoolroom and desk, is a large part of the legitimate work of the educator; and those of us who know that we can lay no claim to that title, unless we are striving to secure for our pupils not 'merely intellectual culture, but the full growth of men and women; not so much acquisition of knowledge as the formation of character,' are not likely to forget that in this principle of order we have a most potent instrument, which we dare not at any time neglect."

### Report of Teacher of Drawing.

PORTLAND, June 30, 1878.

TO PROF. T. H. CRAWFORD, *City Superintendent of Schools*:

DEAR SIR:—In compliance with your request, I transmit a review of the department of Drawing for the closing year.

Three terms have passed since the introduction of drawing into the curriculum of the public schools of Portland. With the kind co-operation of the teachers and application of pupils, it has been both a pleasure and a success.

The time given to drawing was one lesson per week in the Primary schools; in all other grades, two lessons each week.

Freehand outline drawing, and the elementary principles of design, were the subjects taught; these being the foundation of all subsequent lessons embraced in the course, for all grades, except the Senior class of the High school, where the use of the ruler and compass and original design were taught.

The time devoted to drawing in the Primary grades is not sufficient to accomplish the desired results, and lay a sure foundation for the Grammar course. Short lessons every day are better than one or more a week of longer duration, as activity and change is the law of babyhood.

Every term brings the drawings in the Grammar grades nearer the prescribed course in drawing, by Prof. Walter Smith.

Model drawings, from casts and nature, in light and shade, perspective drawing and applied design, belong to the High school course, but cannot be successfully taught until the lessons in the lower grades have been mastered.

Model drawing requires a class room where proper lighting can be afforded to objects which are being studied, with models and



casts for object drawing; and where a collection of the beautiful in art could be made, in which the pupils may see the application of the principles they are studying. Such a class room is indispensable to a High school, and is as necessary as the laboratory for scientific study. The drawings, copies and models should be of the most beautiful kind, to develop the taste of the pupil—taste and refinement are as much imbibed from the silent language or form, as from contact with cultivated people.

Industrial art is the handmaid of high art—painting and sculpture; cultivation of the one will most assuredly develop the other, and both are but the image of the Creator in the mirror of our souls.

The eye, the ear, and the hand, so wonderful in their mechanism, were given us for a wise purpose, and their cultivation is as important as the discipline of the mind; for through these senses the soul obtains its growth, and climbs to immortality.

“There is no class of our people so deeply concerned in making this matter of art a part of our commonest education, as the men whose toil lies at the foundation of our industrial wealth.

“It is simply a question whether our workmen are to be left to handle the materials of industry in their crudest condition, or whether they are to be transformed, by education, into creative forces, capable of giving to the wood, iron, and stone, which passes through their hands, forms of beauty which shall lend assistance to their use; and thus, while enriching and improving the whole circle of society, be rendering themselves worthy of recognition as one of its noblest factors.”

Very respectfully submitted,

ELLEN C. TURNER,

*Teacher of Drawing.*

Library.

Last year there were reported 514 volumes in the Public School Library. During the year, 117 volumes have been added.

A few have been lost. The number of volumes drawn during the school year of ten months was above 3,500. The exact number cannot now be accurately ascertained.

Our most active and energetic teachers have availed themselves of the privileges of the library, and have also cultivated and fostered quite a love for general reading on the part of their pupils.

The pressing needs of the library are not nearly met by the \$100 annually appropriated by the district. It would not impoverish any one, and really and surely enrich the community, if \$500, or \$1,000, were devoted to this important auxiliary to school work.

While Portland can boast of its school buildings, and general excellence of its public schools, it is far behind in the matter of having a free public library.

## Grammar School Graduates.

Honor commensurate with its importance has been conferred on those who have finished the High school course.

The value of the High school has never been overestimated, but the intrinsic worth of the Grammar school has not received its due proportion of attention.

As to the possibilities, the High school is open to all; but as to probabilities, but few will be directly benefitted.

As to the Grammar school, the masses will be its alumni. It is emphatically the People's college. If more importance were attached to the semi-annual graduations from the Grammar schools, vastly more good would follow than follows from the High school commencement. Not that the least detraction should be permitted from the one, but that more attraction should be created for the other. A Grammar school commencement is of as much importance in our school economy as a High school commencement. It is deemed but a fitting recognition of the valuable example set to the pupils of lower grades, by those girls and boys who have persevered to the completion of the Grammar school course, and received appropriate certificates, that their names should be thus publicly announced.

### January, 1878.

#### CENTRAL SCHOOL.

Josie Bettman,  
George W. Buchanan,  
Edward Dekum,  
Katie Frazer,  
Minnie Gray,

Curtis Holcomb,  
Elsie Hoyt,  
Ralph Hoyt,  
Bertha Kahn,  
Gertie Kahn,  
Ernest Kellogg,

Annie Kellogg,  
George Low,  
Wm. Neppach,  
Gussie Selling,  
Katie Wallace.

#### HARRISON STREET SCHOOL.

Willie Berry,  
Hettie Fryer,  
Lucie Mason,

Eva Paxton,  
Kate Selby,

Julia Stewart,  
Kate Thornton,  
Lellia White.

#### NORTH SCHOOL.

Harry Austin,  
Henry Fries,

Ellie Gage,  
Edward Hendee,

Florence Kidder,  
Emery Oliver.

### June, 1878.

#### CENTRAL SCHOOL.

Louis Beno,  
Lula Biven,  
Mary Burk,  
Jennie Depenning,

Harry Harris,  
Hattie Holland,  
Sophia Holman,  
Mary Reynolds,

Alfred Slocum,  
Willie K. Smith,  
Willie W. Wolf,  
Fred Young.

#### HARRISON STREET SCHOOL.

Laura Bell,  
Emma Darr,  
James Fryer,

Lucious Kribs,  
Frank Lesourd,  
Eva Littlepage,  
Willie Meeker,

Alice Parrish,  
May Rathbun,  
Lizzie Shogren,

#### NORTH SCHOOL.

Annie Anderson,  
Mary Austin,  
Alice Camp,

Johnny Galligher,  
Blanche Kahn,

Conrad Rindlaub,  
Harry Sittou,  
Susie Vetter.



### Health.

According to the record kept, and care has been exercised to be accurate, but twelve deaths have occurred among our school children during the past year. Seven died of diphtheria, a disease quite prevalent in the city, at various times during the year. Three died of brain or spinal affections; one of heart disease, and one of quinsy.

The locations of all our school buildings are excellent. Every window sash is properly hung, so that it can be raised or lowered at will. A thermometer hangs suspended from the ceiling of every room, and so far as the school authorities are responsible, every needed precaution has been taken to ensure the health of the children. Most of the teachers have been thoughtful, and have secured fair ventilation and a moderate degree of temperature. A few have, however, been entirely too careless about hot fires and closed windows and doors. A liberal supply of wood, both of fir and oak, is furnished. The fir seems to be used almost exclusively in some rooms. The results are, red-hot stoves, mercury at 80°, and above, a dry, feverish atmosphere.

These are exceptions, but there should be no exceptions. Principals can do much to correct these dangerous, and almost criminal, violations of sanitary laws, by giving specific and imperative orders to janitors concerning the quality and quantity of wood furnished.

A periodical daily inspection of the thermometers would remedy some of these evils.

### Respect for the Dead.

It was a beautiful sight, an instructive lesson, those two little vacant desks in the Central primary, all covered with flowers, placed there by loving schoolmates.

Who can value, who can fully comprehend the holy and imperishable impressions made on the tender hearts of the pupils of those two rooms, by the simple act of decorating, from day to day, to the end of the term, the desks of their departed schoolmates?

Would it not be time most profitably spent, if, on the death of a member of any class, a memorial exercise suited to the occasion were held?

Our custom has been to plod on with the work of the school, apparently indifferent to the solemn fact that Death has just left the room and carried with him a very dear boy or girl.

On such an occasion, a recitation, a song, a short biographical sketch, or even an adjournment for a part of the day, would prove to be educators of a very high order.

Too little is done and said in our school rooms to cultivate the affections of our children. Cold, exacting programmes are fol-

lowed with a zeal and precision almost tiresome to contemplate. A kind of forbidding, impassable barrier is kept up between teacher and pupil.

It is a refreshing relief to witness even a little unbending of this rigid discipline. We are not overeducating the intellect, but sadly under-educating, or, rather, neglecting the heart.

### High School.

This important and indispensable department of our system has made the most gratifying advancement this year.

This improvement has been marked, especially in the direction of discipline.

Better order, more system, more unity of action in the corps of teachers.

Twice each day, two of the large rooms have been converted into a spacious hall, the entire school convened, and appropriate exercises had.

### Commencement.

On the evening of June 27, 1878, New Market Theatre, which has a seating capacity of 800, was densely crowded with the friends and patrons of the public schools, to witness the graduation of the Senior class. It is not flattery to say at once that the entire class did well, and honored the entire department of education.

But few, if any, classes in the State have exhibited more genuine merit than this one. The following programme was most accurately followed.

### Programme.---Part I.

#### Music.

Salutatory—"Launching," ..... Miss Mary E. Test  
 "Power," ..... F. J. A. Streibig  
 "Gathering Shells," ..... Miss Sophia J. Durkheimer  
 "International Expositions," ..... Emanuel Lyon\*

#### Music.

"Science in Small Things," ..... W. D. Connell  
 "The World's Work and the World's Workers," ..... Miss Ida Yocum  
 "The Human Voice," ..... D. D. Shindler  
 "Conflict of Duty," ..... Miss Minnie I. Trask\*

### PART II.

"Superstition," ..... Edward G. Jones  
 "Thought," ..... Alvah S. Going  
 "Reason, the Pilot of the Soul," ..... Miss Cora J. Yocum  
 "Our Country's Hope" ..... Edgar A. Goodnough

#### Music.

"Integrity," —with Valedictory ..... O. F. Paxton

#### Music

Address ..... Hon. J. N. Dolph

#### Music.

Presentation of Diplomas ..... His Honor, Mayor W. S. Newbury

Class Song.

\*Excused.



## Class Song.

HELEN F. SPALDING.

Now the farewell hour is nigh—  
 Hour attuned to sorrow;  
 Classmates, linked by tenderest tie,  
 Part we, ere to-morrow.  
 Lift the voice in sweetest song,  
 Tune the lay, the strain prolong:—  
 'Tis the hour of parting!  
 'Tis the hour of parting!

Mid the scenes we love so well,  
 Fain our hearts would linger;  
 Fain would break the silent spell  
 Of Time's beckoning finger;  
 Fain would roam Truth's deepest bowers,  
 Breathe their breath and cull their flowers,  
 Ere the hour of parting!  
 Ere the hour of parting!

But the farewell hour is nigh,  
 Grief a-wrought is pressing,  
 With one long, last sad good-bye,  
 Bear our evening blessing.  
 Tune the lay, prolong the strain,  
 Bear to heaven the sad refrain,  
 In this hour of parting!  
 In this hour of parting!

## Class of '78.

MOTTO:—"PRORSUM ET SURSUM."

William D. Connell,  
 Sophie Durkheimer,  
 Alvah H. Going,  
 Edgar A. Goodnough,

Edward G. Jones,  
 Emanuel Lyon,  
 O. F. Paxton,  
 Doddridge D. Shindler,  
 Frank J. A. Streibig,

Mary E. Test,  
 Minnie I. Trask,  
 Cora J. Yocum,  
 Ida Yocum.

## Graduating Address.

MEMBERS OF THE GRADUATING CLASS:—To-day marks an important event in your history. Whether the course of study through which you have passed, and from which you have so honorably graduated, shall end your school days or not, certain it is that other scenes and other duties await you. I am informed that most of you have passed your period of preparation, and are now about to enter upon the active duties or life, to make a practical test of the training you have received. Life has been compared, not inaptly, to a voyage. You may be said to-night to be launched upon the open sea of your life voyage. Heretofore older and wiser heads have been in command, and more experienced hands have been at the helm. Now you are to take the helm, choose your destination, and command your own destiny. You are to become the "arbiters of your own fortunes." To win, if you win at all, in the battle of life, by your own exertions. Well do I know with what hope and determination you enter the struggle. It is a time in your history calling for new plans, new resolutions, and increased activity. I can understand how anxiously you are considering the future, and how what I say on this occasion, may have an influence upon some of you in shaping your plans for the future. With this feeling I should be false to my own inclinations and prove unprofitable to you, if I should spend the moments allotted to me in attempting to say something entertaining at the expense of the practical, something which however pleasing it might prove to others, would be like chaff to your enquiring minds. If therefore, I shall deal with commonplace, it is because such matters are applicable to every day duties, and to the practical concerns of life.

A few days since the corner-stone of a denominational school building was laid in this city with appropriate ceremonies. That was well. All friends of education, progress and good order welcome the advent of every new educational institution. There is room and need in our young State for many such schools. But as a means of universal education the common schools are the hope of the country. They are the outgrowth of the experience of civilized nations, the necessity of every well regulated State, the bulwark of free institutions. Seminaries, universities and colleges can never be in the way of the common schools, and they can never supply their places. I am persuaded that no institution of our city reflects greater credit upon the people than our public schools, and that the High school, as it is called, with its corps of able instructors, affording opportunities for a preparatory course of study equal to most seminaries, open to all youth of the city, is their crowning excellence. I congratulate you upon having enjoyed the advantages of such a school. It is a matter of general congratulation that we have in our city public schools, so ably conducted, so well supported, and so generally patronized. I am particularly gratified to find that your class was largely composed of ladies. Young ladies, you have cause to rejoice at the changes which are slowly but surely taking place in public opinion, in regard to the education of your sex, in regard to the new fields of labor and usefulness which are opened to you, and may I be permitted to add in regard to the rights of your sex as members of society and as citizens of the State. I am glad that old customs and prejudices from which women have suffered are giving way, and I welcome you to-night as co-laborers for social progress, as associates in common duty. You may not be fitted for some of the vocations which may be chosen by some of these young gentlemen. Your inclinations may not lead you to adopt others. But the fact that you have shown yourselves their peers in the pursuit of knowledge thus far, is proof that where fitness and inclination shall lead you hereafter in competition with them, they will find you no unworthy competitors. I will not advise you to enter upon a profession or adopt a calling. I believe that should depend upon your own inclinations and your circumstances. The domestic relations afford ample opportunities for the development of true womanhood, and grand possibilities for good in the great cause of humanity. But I would impress this thought upon you: You have not been born into the world to be dandled upon the lap of ease; you were not intended by the Creator to be exempt from effort and sacrifice. Human happiness never was or never can be secured by indolence. Duty performed is its price. "Happiness and selfishness are eternally antagonistic." If the world is not made better for your having lived in it, if your time and your talents are not employed to promote the happiness and virtue of the race, you will not have fulfilled the end of your existence, and the leisure and self-indulgence which promised happiness will prove the very cause of your greatest discontent. You need not, therefore, let these young gentlemen appropriate what I shall say to-night to themselves, thinking that plans for the future are necessary for them alone. I should suppose the first question which would present itself to you at this time would be whether your apprenticeship for the duties of life is now ended, or whether it shall be continued by the training of the higher education of the college or university. If a college education is within your reach, you ought not to neglect the opportunity to acquire it, under the somewhat prevalent but mistaken notion that a college education is valuable only for elegance and ornament, and not practically worth the time and cost of its acquirement. However confident you may feel to-day in your ability to deal with the practical affairs of life, in the strength of your mental faculties and the abundance of your resources, you will soon learn that you have but entered upon the pursuit of knowledge. True education is never completed. It is acquired by slow accretions. It is the work of a lifetime, and very much, and in fact its most practical and valuable portion is acquired outside of schools. "The world is a seminary; man is our class-book, and the chief business of life is education." Even a collegiate course can do little more than to lay the foundation of such an education, and is more valuable for the mental training it affords, than for the acquisition of facts. A large part of the useful industry of man is the result of patient, disciplined thought. It is disciplined thought that controls the world, and schools are the instigators and directors of mental powers. And while in many instances the self educated man who has built upon the foundation laid in the public schools, has seemed by natural ability and vigorous application to outstrip his competitors of more liberal education, I believe in all such cases the lack of the elegance and the discipline of the thinking faculties afforded by a thorough collegiate course, has been the source of constant regret. But after all, ornament though highly desirable, is far less valuable than practicable knowledge, and native good



sense with a common school education and persevering industry, is better than a college education and what men call smartness with indolence. And if a college education is not within your reach, you need not for that reason despair of reaching a high standard of education and an eminent position of usefulness and influence.

The history of the past discloses the fact that self-educated men are frequently as self-reliant and successful as those whose education is largely the product of the schools. In our country especially, where less is thought of the polish of the schools and more of practical knowledge, the self-made men who have reached the highest positions of honor and influence in the land are numerous and their history affords ample encouragement to the child of the most humble circumstances. If you have now finished your school days the important question is presented to you of a choice of a vocation in life. This is a question calling for careful consideration, and yet it is all important that the choice be made and acted upon with the best lights at your command. There is a tendency upon the part of young men to crowd into the professions; they present great attractions to the young. But it is the fate of many a young man who enters a profession to find that he had not counted the cost; that here as elsewhere the price of distinction is unremitting application, and that even with that the realization of the hopes with which he entered his profession is so long delayed that he tires and relaxes his efforts, or stern necessity compels him to look to some vocation requiring less labor or affording speedier returns. Still, young gentlemen, if you have a desire to enter a profession, if you have the determination to succeed by stern, unceasing industry, I would not discourage you. As an eminent lawyer once said to a young man desiring to enter the legal profession: "There is always room in the upper story," and so it is in all the professions. But many other callings present equal if not greater attractions. No country in the world presents greater inducements to persevering labor and economy than ours, and every field of labor is alike open to all. What a man creates with his own labor of brawn or brain is his, his to enjoy and his to dispose of. Under the operation of beneficent laws for the protection of the fruits of labors stimulated by general education and universal competition, wonderful inventions for saving labor and for annihilating to a great extent time and space have followed each other in rapid succession. The vast area of our country is being rapidly transformed from the desert and the wilderness into cultivated fields and beautiful homes the blessings of civilized life—art, refinement, schools and churches—fill the land; industry is the rule, and idleness the exception. Still, we are but in the beginning of our development; every hand are new fields for enterprise and inviting opportunities for labor and investment; new commercial centers are constantly springing up; large tracts of grazing and agricultural land are being made accessible to settlement; forests of valuable timber, mines of useful and precious metals wait to reward the hand of industry.

Having chosen a vocation, the first and indispensable requisite of success is persistent, continued application to it. I have little faith in what men call genius without labor; I am a disbeliever in luck. On the contrary, I have absolute faith in work. At all events, industry is worth more than genius; grit is better than good fortune. The inexorable law of success is, "There is no excellence without labor." It is said that the goddess Themis is a jealous goddess and will not permit with impunity her votaries to divide their allegiance, but the same thing may be affirmed of every vocation.

Labor is the law of the Universe. When God said to Adam, "In the sweat of thy brow shalt thou eat thy bread all the days of thy life," he made no exception in Adam's case from the universal law of creation. From creation's morning when "the stars sang together and all the sons of God shouted for joy," until the present hour, work, motion, has been, by God's appointment, the order of the universe. Nor is this law of labor any less benignant than the other laws of our being. God saw that it would be good for man to labor; that his happiness would thereby be promoted; that by exercise only could the powers of his being physical, mental, and moral be developed.

Labor, persistent application is emphatically necessary to success in all literary pursuits. He who would reach distinction in any literary calling must press forward with undaunted resolution under all discouragements and embarrassments, borne on by an ever growing thirst for knowledge, until love of learning becomes his ruling passion; to stop short of this, is to stop short of the prize, to be content with mediocrity while others outstrip him and win the reward of perseverance and application. An eminent lawyer in a neighboring State is said to have been asked



why with so much business he did not take a young man into his office to relieve him of a portion of the labor of his practice, and is reported to have said: "I would if I could find one that was not smart." This answer is full of meaning. Young men are wanted to-day, not only in the professions but in every department and vocation of life, not for smartness but for work. Then

"Pause not to dream of the future before us;  
 Pause not to weep the wild cares that come o'er us;  
 Hark! how creation's deep musical chorus  
 Unintermitting goes up into heaven.  
 Never the ocean wave falters in flowing;  
 Never the little seed stops in its growing;  
 More and more richly the rose heart keeps glowing:  
 Till from its nourishing stem it is riven.

\* \* \* \* \*

"Droop not—though shame, sin and anguish are round thee;  
 Bravely fling off the cold chain that hath bound thee;  
 Look to the pure heaven smiling beyond thee;  
 Rest not content in thy darkness—a clod;  
 Work for some good, be it ever so slowly;  
 Cherish some flower be it ever so lowly;  
 Labor! all labor is noble and holy;  
 Let thy great deed be thy prayer to thy God."

Have an aim in life. The great mass of mankind appear to be aimless. They drift down the stream of time, carried hither and thither by every accidental circumstance. To supply the necessities of life with them is the great struggle, the chief end of existence. As soon ought a man to undertake to construct a house without a plan, or a vessel to put to sea without a destination, as for a young man or woman to start out on life without a life plan, not alone as to a vocation, but for self-improvement, the prosecution of their education, and for their efforts for the good of others.

Pursue your life-plan with constancy. Let the prizes of ambition you accept be within the scope of this plan, and relinquish all inconsistent with this aim. You will find it necessary, if you would accomplish much, to forego many things that would divert your time and attention from the execution of your plans. As Ulysses is said to have stopped the ears of his companion with wax, and to have lashed himself to the mast of his vessel until he had sailed out of the sound of the fatal songs of the sirens, so you will find it necessary many times to stop your ears to the voice of pleasure and the calls of society, and to lash yourself with stern resolution to the tasks you have set before you.

Some of you may have seen in the newspapers a short time since a statement that a certain eminent statesman said on one occasion, after, as he supposed, his hopes of attaining to the presidency had been destroyed by his course on some political question, "I am an aimless man." If true, what a history does it disclose. The one great aim of life disappointed; the man of giant intellect, the brilliant orator, the most eminent statesman of his age—aimless. Like a great ship afloat upon the broad ocean without chart or compass, to drift with wind and tide. How grand in comparison was the saying of that other American statesman, who, when defeated for the presidency, is said to have exclaimed, "I would rather be right than be President."

Be content to commence at the beginning. Thoroughness of preparation is essential to success everywhere. There is a class of young men that appear never to have comprehended the necessity of an apprenticeship. They want to step to the top round of the ladder at once. They seek places as book-keepers, accountants and cashiers, places of trust and confidence, before they have shown themselves worthy or competent to fill them. And because men choose to trust their money and business to those who have been tried and found trustworthy and qualified, they go unemployed, living in idleness and dependence. I wish I could say to every young man in the land to-night, go to work. If you can not find that to do which you would like to do, do anything honest and honorable. No matter what your trade or profession is, sooner than be idle, sooner than be dependent upon others, sooner than resort to questionable employment for a living—while you have a strong body and two good hands, take a bucksaw and saw wood—take a shovel and work upon the streets—or get you a basket and hook and pick rags. Industry in any honorable employment, however humble, is better than idleness. To earn a dollar a day saw-



ing wood is more honorable than to beg or borrow. I confess I have no patience with the idea, that because a man can not find that to do which he would prefer to do, he is to lie idle and complain of hard times.

Be self-reliant. It is necessary to true independence of character to be thrown upon your own resources. The oak in the forest, surrounded by other trees which protect it from the winds, shoots up slender and sickly. Cut away its protectors and the first gale overturns it. The same tree growing upon the bleak mountain side, where it is swept by everyblast, only strikes its roots deeper in the firm earth for every shock, and resists the power of the tempest. Some of you may have been compelled already to trust your own powers, and may have already developed a strength and independence of character which will prove of incalculable advantage to you in the future.

The discipline of school studies has had for its object in part to furnish you an arena for intellectual exercise, in which your minds were led to grapple with difficulties and become self-reliant by conquest; but most of you have hitherto probably had but little necessity for the exercise of this quality. With parents or friends to provide for you—with good teachers to assist you in your studies, the attainment of knowledge has been comparatively free from difficulties, and has required no extraordinary exertions upon your part. But now that you are about to pass from the period of preparation to active life, to test the strength of your own intellect and the soundness of your own judgment, it is more than likely that you will approach the difficulties of business affairs with a distrust of your own powers, and if there are helps at hand be inclined to lean upon them to your own advantage.

Avoid, on the other hand, arrogant assumption of superiority. Impudence is not self-reliance. Modesty is a quality that befits the greatest characters, and want of deference to superior wisdom and experience is positively unpardonable. Many people appear to think that to climb up themselves it is necessary to pull some one else down. Never for a moment indulge in such a spirit. Envy is the mark of little minds, and such a spirit, so far from elevating its possessor, will most likely prove the means of preventing his own advancement. Just as a man who, disregarding the rights of others in a crowd and attempting to elbow his way through, will most likely find every one's shoulder instinctively thrown in his way. Be generous. Award every man his just merit however unappreciated your own merits and exertions may be. The public are usually inclined to award a man all the praise he deserves, and if you are disappointed, look for the fault in yourself, and with new resolution redouble your exertions to succeed. When tempted to envy the more fortunate when our ambition for worldly success is disappointed, we might with profit walk in the cemetery and draw a lesson from thence. As we contemplate the last resting places of the dead and reflect upon the certainty that death is the portion of all, and upon the transitory nature of the success we envy and of those things which excite our ambition, and see how side by side the rich and the poor, the famous and unknown, sleep in the silent city, methinks envy and inordinate ambition alike would vanish, and our thoughts be turned toward those things which will ennoble our beings, expand and enlarge the immortal part of our natures which alone can survive the tomb.

Above all, under all circumstances, be honest. Never suffer the hope of worldly advantage to induce you to swerve from the course of strict integrity. Character is worth more than wealth, or power or station. Self consciousness of your own integrity of purpose and of life, is better than the gratification of worldly success. Faith in our fellows is the basis upon which the transactions of life are had and the business of the world conducted. To be trustworthy in all the relations of life, at whatever cost of worldly advantage, should be the determination of every young man and woman. That you may be honest, be economical. Extravagance is the prolific source of dishonesty. Economy has but one definition applicable to every man and woman in every condition of life, and that is, "to live within your means." Live within your means, if you eat but one meal a day, and wear your last year's suit when your neighbors have new clothes. This is a very rare virtue in this age, and requires no little moral courage for its exercise. But you can be economical and honest, and walk upright in the consciousness of manhood and independence, which is better than living beyond your means and dodging your landlord or tailor.

Never was there greater need for educated, thinking men and women, and for men and women of moral integrity in this country than at the present time. Whatever tests of the strength and stability of our institutions we have been called upon to pass through in the first century of our national existence, the second century of



our history, in my judgment, will bring more dangerous and trying tests. You have learned from your study of history the fact that no republic was ever destroyed by opposing armies. From the experience of the past we may learn that the hour when the dissolution of the Union was threatened by foes from within and foes from without, when vast armies were marshaled for its overthrow and civil war filled the land with desolation and death, was not the hour of our greatest peril. The danger of our country to-day is from within. It is mainly from the uneducated class of society. It is threatened in the increase of a sentiment that would destroy the oldest of divine institutions—the family; that would blot out religion, with its institutions; that would sweep away the rights of property, and place the industrious and the indolent, the economical and the prodigal, upon an equal footing; which would repeal the laws which protect to a man the fruits of his own industry, and compel him to labor for the good of the whole; in a general restlessness under restraints of law; in a growing sentiment which justifies an attempt to right real or imaginary wrongs by violence. The great want of this age is obedience. Obedience in the family. Obedience in the school. Subordination to law in the State. Lack of parental discipline and lax discipline in the school bear the inevitable fruit of lawlessness. Suppose that the demands of the Communists could be obtained. Suppose that marriage should become a matter of convenience merely, and by some change in the laws of property the affairs of mankind were to be thrown together in a common stock, so that every man would be entitled alike to all property and the fruit of every man's labor, the great incentive to labor would be gone.

No man would long willingly labor for those who would not work for themselves. No man would labor except for the present moment. Mankind would sink, if not at once, surely and gradually into the condition of savages. The great inventions would cease; the cultivated fields would grow up to brambles and thorns; the mansion and the cottage would give way to the wigwam and the hovel. Knowledge would decline; arts, refinement, religion, and the blessings of civilization would gradually cease to exist. The truth is, that the right of a man to own and enjoy what he earns by the sweat of his own brow lies deeper in the economy of nature than mere human law. It exists in the very nature of things, for the wisest purposes, and any infringement of the right, whether under the forms of law or otherwise, is nothing but robbery. It is true that in some instances large fortunes, amassed by superior foresight and skill, and sometimes by questionable means, are used for mere selfish ends, but that does not justify a violation of the rights of property by individuals or the State.

I cannot close these remarks without reminding you that while you ought to be diligent in business, that it is not the chief end of life. We were not placed here amidst a suffering, sorrowing race, as members of a great brotherhood, to pursue our own selfish ends, and to be idle spectators of the woes and wants of our fellows. However much of worldly success you may achieve, whether of wealth or power, it will be dearly bought if it has been achieved at the loss of the better feelings of your nature; if, instead of self sacrifice, the rule of your lives has been selfishness; if you have stopped your ears against the cry of the widow and the fatherless; if success has been placed before duty, or truth or honor.

Grand occasions for heroic endeavor and self sacrifice may never present themselves, but rest assured that more trying tests of patient endurance, self-denial and resolute struggle with adverse circumstances in the little affairs of your every day life await you all. Many a man who has braved death at the cannon's mouth; who has defied popular opinion and endured persecution with undaunted courage in the defense of principle; who has withstood with heroic endurance great calamities, has sunk under the little ills and vexations of every day.

“We rise to meet a heavy blow,  
Our souls a sudden bravery fills,  
But we endure not always so  
The drop by drop of little ills.”

Whatever your opportunities, whatever your successes, whatever your disappointments, if faithful to yourselves, if duty is made the rule of your conduct, and your life work intelligently and faithfully performed, you will have achieved all the success that will be valuable when you come to life's close, and are called to leave the world with its ambitions, its strifes and its rewards. The animating and controlling sentiment which should urge you to duty in adversity and prosperity alike, and nerve to continued exertion under all circumstances, should be “this life of mine must be lived out and a grave thoroughly earned.”



In the language of an eminent writer and philanthropist of our own time, "life is a bubble which any breath may dissolve. Wealth or power a snow flake melting momentarily into the treacherous deep, across whose waters we are floated on to our unseen destiny, but to have lived so that one less orphan is called to choose between starvation and infamy, one less slave feels the lash applied in mere wantonness or cruelty—to have lived so that some eyes of those whom fame shall never know are brightened and others suffused at the name of the beloved one, so that the few who knew him truly shall recognize him as a bright, warm cheering presence which was here for a season, and left the world no worse for his stay in it, this surely is to have really lived, and not wholly in vain."

At the close of the address, Prof. Bray's Band rendered a fine selection.

The class was then addressed by His Honor Mayor Newbury, and the diplomas awarded.

### Address of Mayor Newbury.

YOUNG LADIES AND GENTLEMEN OF THE PUBLIC HIGH SCHOOL  
OF THE CITY OF PORTLAND:—

This evening's ceremonies mark an important period in your lives. I hope they may make a lasting impression on your minds for good. Each of you now begins in earnest to deal with the practical lessons of life. I trust you are not unprepared for the new duties which await you.

Your part in these ceremonies has been disposed of with credit to all the class; and we are assured by the Board of Directors, your Professors and Teachers, that you have, as pupils, faithfully and successfully performed the tasks heretofore assigned you, and that you are entitled to proper recognition therefor.

I now have the pleasure, at the request of the Board of Directors, to tender you such recognition and present you with Diplomas, which I feel confident you are each entitled to receive.

The class song was then sung by the graduates, and thus closed the most prosperous and successful year ever known to the Portland Public Schools.

### The Alumni.

The first formal meeting of the High School Alumni was held May 6, 1878. At an adjourned meeting, May 17th, a constitution was adopted, and the following officers elected:

<i>President,</i>	- - - - -	H. W. THIELSEN, '75.
<i>Vice President,</i>	- - - - -	MISS DORA KINDT, '75.
<i>Secretary and Treasurer,</i>	- - - - -	H. D. GRADON, '76.

The same officers were, at a subsequent meeting, chosen for the ensuing year.

The first re-union was held at Masonic Hall, Friday evening, June 28, 1878. Quite a number of invited guests were present. The following programme was very creditably executed:

Duet—Vocal—"Songs that we never Forget,"	.....	Misses Parker and Richey, '76
Address.....		Charles B. Cardinell, '77
Reading, (by request).....		Prof. L. F. Henderson.
Solo—Instrumental—"When You and I were Young,"— <i>Globe</i> —		Miss Georgia Parker, '76
Poem.....		Joel Percy, '76
Annals.....		Miss Georgia Parker, '76
Solo—Instrumental—"The Andes," ( <i>March de Bravura</i> )..		Miss Mary E. Test, '78
"The Boston Dip,"—a Farce.....		

Following which, refreshments were served, and an hour very happily spent in social intercourse.

The following appointments were made for the next re-union:

<i>Orator,</i>	-	-	-	-	-	H. W. THIELSEN, '75.
<i>Poet,</i>	-	-	-	-	-	MISS CORA J. YOCUM, '78.
<i>Historian,</i>	-	-	-	-	-	MISS DORA KINDT, '75.
<i>Seer,</i>	-	-	-	-	-	MISS EUGENIA COMBS, '77.

[For complete list of the Alumni, see Appendix.]

### Conclusion.

The courtesies and favors extended by the press of the city, the uniform forbearance and excellent counsels of the Principals of the various schools, the ready and willing spirit manifested by the entire corps of teachers, in their efforts to carry into execution the plans and suggestions of the City Superintendent, are hereby acknowledged with intense feelings of gratitude.

To the Board of Directors, for their expression of confidence and their approval of the general supervision of the schools, by a re-election to the same responsible position for the coming year, and for their firm and impartial maintenance of wholesome discipline in the schools under their charge, whereby the labors of this office have been rendered much less onerous, the sincerest obligations are tendered by

Your most obedient servant,

T. H. CRAWFORD,  
*City Superintendent.*

PORTLAND, Oregon, July 16, 1878.



# APPENDIX.





TABLE I.

Showing average number belonging, average daily attendance, average daily absence, per cent. of attendance, tardiness, suspensions, and corporal punishment.

## HIGH SCHOOL.

MONTHS,	GIRLS.				BOYS.				GIRLS AND BOYS.							No. Cases of Punishment.
	Average No. Belonging.	Average Daily Attendance.	Average Daily Absence.		Average No. Belonging.	Average Daily Attendance.	Average Daily Absence.		Average No. Belonging.	Average Daily Attendance.	Average Daily Absence.	Per Cent. of Daily Attendance.	No. Cases of Tardiness.	Number Suspended.		
September .....	63.9	60.3	3.6		67.7	66.0	1.7		131.6	126.3	5.3	95.9	5	1		
October .....	64.5	61.8	2.7		66.5	63.5	3.0		131.0	125.3	5.7	95.6	10	1		
November .....	62.5	60.2	2.3		65.9	64.4	1.5		128.4	124.6	3.8	97.0	11			
December .....	57.8	53.8	4.0		66.8	64.2	2.6		124.6	118.0	6.6	94.7	4			
January .....	54.4	52.6	1.8		63.0	60.2	2.8		117.4	112.8	4.6	96.0	9			
February .....	74.4	71.4	3.0		67.7	65.4	2.3		142.1	136.8	5.3	96.2	4			
March .....	67.4	64.2	3.2		66.9	65.1	1.8		134.3	129.3	5.0	96.3	5			
April .....	58.2	57.6	6.6		62.5	56.3	6.2		120.7	107.9	12.8	89.3	2			
May .....	58.3	55.7	2.6		58.0	53.5	4.5		116.3	109.2	7.1	94.7	4			
June .....	52.3	49.5	2.8		48.0	45.5	2.5		100.3	95.0	5.3	94.7	5			
TOTALS .....	61.3	58.1	3.2		63.3	60.4	2.9		124.6	118.5	6.1	95.1	59	2		

# TABLE II.

Showing average number belonging, average daily attendance, average daily absence, per cent. of attendance, tardiness, suspensions, and corporal punishment.

## CENTRAL SCHOOL—GRAMMAR.

MONTHS.	GIRLS.				BOYS.				GIRLS AND BOYS.					
	Average No. Belonging.	Average Daily Attendance.	Average Daily Absence.	Average No. Belonging.	Average Daily Attendance.	Average Daily Absence.	Average No. Belonging.	Average Daily Attendance.	Average Daily Absence.	Per Cent. of Daily Attendance.	No. Cases of Tardiness.	Number Suspended.	No. Cases of Corporal Punishment.	
September. ....	106.3	101.6	4.7	82.0	77.8	4.2	188.3	179.4	8.9	95.2	3	1	4	
October. ....	101.5	94.3	7.2	80.8	75.4	5.4	182.3	169.7	12.6	93.0	1	1	2	
November. ....	95.8	91.0	4.8	87.4	82.7	4.7	183.2	173.7	9.5	94.8	4	2	3	
December. ....	91.8	87.5	4.3	82.8	78.9	3.9	174.6	166.4	8.2	95.3	4	1	2	
January. ....	79.5	75.9	3.6	82.1	79.5	2.6	161.6	155.4	6.2	96.1	4	1	1	
February. ....	100.1	95.8	4.3	84.7	81.8	2.9	184.8	177.6	7.2	96.1	1	1	2	
March. ....	99.1	95.3	3.8	88.2	79.5	2.7	181.3	174.8	6.5	96.4	1	3	2	
April. ....	89.4	82.6	6.8	80.7	73.0	7.7	170.1	155.6	14.5	91.4	1	1	2	
May. ....	88.5	84.7	3.8	82.1	78.6	3.5	170.6	163.3	7.3	95.7	4	1	4	
June. ....	87.2	84.1	3.1	80.4	78.4	2.0	167.6	162.5	5.1	96.9	4	1	2	
TOTALS. ....	93.9	89.2	4.7	82.5	78.5	4.0	176.4	167.7	8.7	95.0	23	8	24	



CENTRAL SCHOOL—PRIMARY.

MONTHS.	GIRLS.				BOYS.				GIRLS AND BOYS.						
	Average No. Belonging.	Average Daily Attendance.	Average Daily Absence.		Average No. Belonging.	Average Daily Attendance.	Average Daily Absence.		Average No. Belonging.	Average Daily Attendance.	Average Daily Absence.	Per Cent. of Daily Attendance.	No. Cases of Tardiness.	Number Suspended.	No. Cases of Corporal Punishment.
September.....	161.4	151.4	10.0		173.3	164.6	8.7		334.7	316.0	18.7	94.4	37		13
October .....	159.2	147.0	12.2		174.8	159.8	15.0		334.0	306.8	27.2	91.8	23		11
November.....	165.7	153.0	12.7		185.8	177.0	8.8		351.5	330.0	21.5	93.8	31		10
December.....	164.5	153.8	10.7		195.0	185.5	9.5		359.5	339.3	20.2	94.3	18		2
January.....	157.8	146.3	11.5		189.9	176.9	13.0		347.7	322.2	24.5	92.9	24		
February.....	146.6	138.5	8.1		198.3	188.6	9.7		344.9	327.1	17.8	94.8	17	1	7
March.....	145.0	136.8	8.2		194.6	180.7	13.9		339.6	317.5	22.1	93.4	19	2	7
April .....	148.8	132.3	16.5		181.0	164.1	16.9		329.8	296.4	33.4	89.8	14	2	
May .....	151.6	140.5	11.1		185.4	174.6	10.8		337.0	315.1	21.9	93.5	23		6
June.....	152.0	134.0	8.0		178.7	170.1	8.6		320.7	304.1	16.6	95.1	11		1
TOTALS .....	154.2	143.3	10.9		185.6	174.1	11.5		339.8	317.4	22.4	93.4	217	5	57
GRAND TOTALS.....	248.1	232.5	15.6		268.1	252.6	15.5		516.2	485.1	31.1	93.9	240	13	81

# TABLE III.

Showing average number belonging, average daily attendance, average daily absence, per cent. of attendance, tardiness, suspensions, and corporal punishment.

## HARRISON ST. SCHOOL—GRAMMAR.

MONTHS.	GIRLS.				BOYS.				GIRLS AND BOYS.						
	Average No. Belonging.	Average Daily Attendance.	Average Daily Absence.		Average No. Belonging.	Average Daily Attendance.	Average Daily Absence.		Average No. Belonging.	Average Daily Attendance.	Average Daily Absence.	Per Cent. of Daily Attendance.	No. Cases of Tardiness.	No. Cases of Suspension.	No. Cases of Punishment.
September.....	81.3	79.3	2.0		65.5	62.8	2.7		146.8	142.1	4.7	96.8	4		2
October.....	86.0	82.5	3.5		69.8	66.6	3.2		155.8	149.1	6.7	95.6	5	1	1
November.....	89.4	85.2	4.2		71.5	68.9	2.6		160.9	154.1	6.8	95.7	9		
December.....	90.2	85.4	4.8		74.3	70.9	3.4		164.5	156.3	8.2	95.0	14		
January.....	82.0	78.8	3.2		67.5	65.6	1.9		149.5	144.4	5.1	96.5	7		
February.....	103.6	100.5	3.1		88.9	86.5	2.4		192.5	187.0	5.5	97.1	4		
March.....	100.4	92.8	7.6		88.4	84.8	3.6		188.8	177.6	11.2	94.1	5		
April.....	94.6	88.7	5.9		80.1	76.1	4.0		174.7	164.8	9.9	94.3	10	2	
May.....	83.6	77.0	6.6		73.2	69.8	3.4		156.8	146.8	10.0	93.5	11		2
June.....	77.7	74.4	3.2		70.8	68.8	2.0		148.4	143.2	5.2	96.5	8		
TOTALS.....	78.8	74.4	4.4		75.0	72.0	3.0		163.8	156.5	7.3	95.5	77	3	5



HARRISON ST. SCHOOL—PRIMARY.

MONTHS.	GIRLS.				BOYS.				GIRLS AND BOYS.						
	Average No. Belonging.	Average Daily Attendance.	Average Daily Absence.		Average No. Belonging.	Average Daily Attendance.	Average Daily Absence.		Average No. Belonging.	Average Daily Attendance.	Average Daily Absence.	Per Cent. of Daily Attendance.	No. Cases of Tardiness.	No. Cases of Suspension.	No. Cases of Punishment.
September .....	160.7	150.9	9.8		199.1	188.7	10.4		359.8	339.6	20.2	94.4	20		2
October.....	168.6	157.8	10.8		213.9	198.0	15.9		382.5	355.0	26.7	93.0	38		3
November.....	179.3	166.0	13.3		203.6	190.4	13.2		382.9	356.4	26.5	93.0	32	2	9
December .....	184.6	170.0	14.6		216.0	196.4	19.6		400.6	366.4	34.2	91.6	29		6
January .....	182.6	172.9	9.7		208.8	198.2	10.6		391.4	371.1	20.3	94.8	40	3	2
February .....	164.1	157.3	6.8		207.6	195.6	12.0		371.7	352.9	18.8	94.9	27	1	1
March .....	170.9	160.9	10.0		207.0	194.6	12.4		377.9	355.5	22.4	94.0	32	2	
April .....	166.4	155.4	11.0		209.0	185.8	15.1		367.3	341.2	26.1	92.6	27	2	
May.....	161.5	149.4	12.1		185.8	170.3	15.5		347.3	319.7	27.6	92.0	20	1	
June .....	160.6	153.1	7.5		179.2	169.1	10.1		339.8	322.2	17.6	94.8	20	1	
TOTALS.....	169.9	159.3	10.6		202.1	188.7	13.4		372.0	348.0	24.0	93.5	285	12	23
GRAND TOTALS.....	248.7	233.7	15.0		277.1	260.7	16.4		535.8	504.5	31.3	94.1	362	15	28

# TABLE IV.

Showing average number belonging, average daily attendance, average daily absence, average daily tardiness, per cent. of attendance, tardiness, suspensions, and corporal punishment.

## NORTH SCHOOL—GRAMMAR.

MONTHS.	GIRLS.				BOYS.				GIRLS AND BOYS.						
	Average No. Belonging.	Average Daily Attendance.	Average Daily Absence.	Average No. Belonging.	Average Daily Attendance.	Average Daily Absence.	Average No. Belonging.	Average Daily Attendance.	Average Daily Absence.	Per Cent. of Daily Attendance.	No. Cases of Tardiness.	Number Suspended.	No. Cases of Punishment.		
September.....	73.7	68.9	4.8	72.4	69.1	3.3	146.1	138.0	8.1	94.4	10		2		
October .....	73.2	68.0	5.2	71.8	68.4	3.4	145.0	136.4	8.6	94.0	10		1		
November.....	75.9	70.0	5.9	73.5	69.3	4.2	149.4	139.3	10.1	93.2	7	2	3		
December .....	74.8	70.9	3.9	71.6	68.2	3.4	146.4	139.1	7.3	95.0	4	1	1		
January .....	75.3	72.9	2.4	73.9	71.8	2.1	149.2	144.7	4.5	96.9	3	1			
February.....	82.6	79.6	3.0	87.1	85.1	2.0	169.7	164.7	5.0	97.0	4	2			
March .....	75.5	70.5	5.0	81.0	75.4	5.6	156.5	145.9	10.6	93.2	3		8		
April .....	71.3	63.4	7.9	73.5	66.7	6.8	144.8	130.1	14.7	89.8	2	1	3		
May.....	69.0	65.5	3.5	62.3	58.6	3.7	131.3	124.1	7.2	94.5	5	1	6		
June .....	65.8	63.2	2.6	59.0	57.2	1.8	124.8	120.4	4.4	96.4	4	3	2		
TOTALS.....	73.7	69.2	4.5	72.6	69.0	3.6	146.3	138.2	8.1	94.4	52	11	26		



NORTH SCHOOL—PRIMARY.

MONTHS.	GIRLS.				BOYS.				GIRLS AND BOYS.						
	Average No. Belonging.	Average Daily Attendance.	Average Daily Absence.	No. Cases of Tardiness.	Average No. Belonging.	Average Daily Attendance.	Average Daily Absence.	No. Cases of Tardiness.	Average No. Belonging.	Average Daily Attendance.	Average Daily Absence.	Per Cent. of Daily Attendance.	No. Cases of Tardiness.	Number Suspended.	No. Cases of Corporal Punishment.
September.....	134.2	122.8	11.4		153.9	143.4	10.5		288.1	266.2	21.9	92.9	42		3
October.....	134.3	120.1	14.2		153.7	136.7	17.0		288.0	256.8	31.2	89.1	26		10
November.....	131.8	117.2	14.6		155.5	141.0	14.5		287.3	258.2	29.1	89.8	54	3	11
December.....	124.0	115.0	9.0		168.7	157.2	11.5		292.7	272.2	20.5	92.9	62		7
January.....	131.4	122.5	8.9		163.5	152.2	11.3		294.9	274.7	20.2	93.1	34		5
February.....	124.9	113.6	11.3		162.2	150.9	11.3		287.1	264.5	22.6	92.1	22		5
March.....	128.5	116.1	12.4		164.6	146.4	18.2		293.1	262.5	30.6	89.5	30	1	14
April.....	143.5	127.6	15.9		165.9	145.2	20.7		309.4	272.8	36.6	88.1	36	2	7
May.....	134.2	123.7	10.5		162.6	149.0	13.6		296.8	272.7	24.1	91.8	45	1	3
June.....	121.6	115.7	5.9		151.0	143.0	8.0		272.6	258.7	13.9	94.9	52	1	1
TOTALS .....	130.8	119.4	11.4		160.1	146.5	13.6		290.9	265.9	25.0	91.3	403	8	66
GRAND TOTALS.....	204.5	188.6	15.9		232.7	215.5	17.2		437.2	404.1	33.1	92.4	455	19	92

# TABIE V.

Showing average number belonging, average daily attendance, average daily absence, per cent. of attendance, tardiness, suspensions, and corporal punishment.

## ALL SCHOOLS—HIGH AND GRAMMAR.

MONTHS.	GIRLS.			BOYS.			GIRLS AND BOYS.						
	Average No. Belonging	Average Daily Attendance.	Average Daily Absence.	Average No. Belonging.	Average Daily Attendance.	Average Daily Absence.	Average No. Belonging.	Average Daily Attendance.	Average Daily Absence.	Per Cent. of Daily Attendance.	No. Cases of Tardiness.	Number Suspended.	No. Cases of Corporal Punishment.
September.....	325.2	310.1	15.1	287.6	275.7	11.9	612.8	585.8	27.0	95.5	22	1	6
October.....	325.2	306.6	18.6	288.9	273.9	15.0	614.1	580.5	33.6	94.5	26	2	5
November.....	323.6	306.4	17.2	298.3	285.3	13.0	621.9	591.7	30.2	95.1	31	3	7
December.....	314.6	297.6	17.0	295.5	282.2	13.3	610.1	579.8	30.3	95.3	26	3	3
January.....	291.2	280.2	11.0	286.5	277.1	9.4	577.7	557.3	20.4	96.4	23	1	1
February.....	360.7	347.3	13.4	328.4	318.8	9.6	689.1	666.1	23.0	96.6	13	2	2
March.....	342.4	322.8	19.6	318.5	304.8	13.7	660.9	627.6	33.3	94.9	14	1	10
April.....	313.5	286.3	27.2	296.8	272.1	24.7	610.3	558.4	51.9	91.5	15	6	7
May.....	299.4	282.9	16.5	275.6	260.5	15.1	575.0	543.4	31.6	94.5	20	2	10
June.....	282.9	271.2	11.7	258.2	249.9	8.3	541.1	521.1	20.0	96.3	21	3	4
TOTALS.....	317.8	301.1	16.7	293.4	280.0	13.4	611.2	581.1	30.1	95.1	211	24	55



ALL SCHOOLS—PRIMARY.

MONTHS.	GIRLS.				BOYS.				GIRLS AND BOYS.							No. Cases of Punishment.
	Average No. Belonging.	Average Daily Attendance.	Average Daily Absence.	Average No. Belonging.	Average Daily Attendance.	Average Daily Absence.	Average No. Belonging.	Average Daily Attendance.	Average Daily Absence.	Per Cent. of Daily Attendance.	No. Cases of Tardiness.	Number Suspended.	No. Cases of			
September .....	456.3	425.1	31.2	526.3	496.7	29.6	982.6	921.8	60.8	93.8	99		18			
October .....	462.1	424.9	37.2	542.4	494.5	47.9	1004.5	919.4	85.1	91.5	87		30			
November.....	476.8	436.2	40.6	544.9	508.4	35.5	1021.7	944.6	77.1	92.4	117	5	24			
December.....	473.1	438.8	34.3	579.7	539.1	40.6	1052.8	977.9	74.9	92.9	109		15			
January .....	471.8	441.7	30.1	562.2	527.3	34.9	1034.0	969.0	65.0	93.7	98	3	7			
February .....	435.6	409.4	26.2	568.1	535.1	33.0	1003.7	944.5	59.2	94.9	66	2	13			
March .....	444.4	413.8	30.6	566.2	521.7	44.5	1010.6	935.5	75.1	92.5	81	5	21			
April .....	458.7	415.3	43.5	547.8	495.1	52.7	1006.5	910.4	96.1	90.4	77	6	7			
May .....	447.3	413.6	33.7	533.8	493.9	39.9	981.1	907.5	73.6	92.4	88	2	9			
June .....	424.2	402.8	21.4	508.9	482.2	26.7	933.1	885.0	48.1	94.8	83	2	2			
TOTALS .....	455.0	422.1	32.9	548.0	509.4	38.6	1003.0	931.5	71.5	92.9	905	25	146			
GRAND TOTALS.....	772.8	723.2	49.6	841.4	789.4	52.0	1614.2	1512.6	101.6	94.3	1116	49	201			

# TABLE VI.

RESULTS of the Semi-Annual Examinations held in January and June, 1878.

GRADES. (High School not included.)	JANUARY 14 TO 29, 1878.						JUNE 10 TO 27, 1878.						JAN. AND JUNE, 1878.			
	Number belonging, January 14.	Number Examined.	Number Promoted.	Per Cent. Promoted.	Per Cent. of the Promoted whose av. Standing was 80 per cent. and upward.		Number belonging June 10.	Number Examined.	Number Promoted.	Per Cent. Promoted.	Per Cent. of the Promoted whose av. Standing was 80 per cent. and upward.		Whole Number Examined.	Whole Number Promoted.	Per Cent. of the Promoted whose av. Standing was 80 per cent. and upward.	
First .....	113	113	80	70.8	45.0		114	109	71	65.1	40.8		222	151	68.0	58.5
Second .....	115	110	92	83.6	76.0		99	97	92	94.8	70.6		207	184	88.8	82.7
Third .....	238	233	97	41.2	47.4		244	231	182	78.8	60.4		464	279	60.1	52.1
Fourth .....	385	364	184	50.5	63.6		352	331	252	76.1	67.1		695	436	62.7	62.9
Fifth .....	326	316	290	91.8	73.8		284	269	252	93.3	76.9		585	542	92.6	85.2
Sixth .....	344	248	162	65.3	72.2		325	247	204	82.6	67.6		495	366	74.0	73.4
TOTALS.....	1521	1384	905	63.1	66.3		1418	1284	1053	82.0	67.0		2668	1958	73.4	66.6
SCHOOLS--High.....	118	117	102	87.1	74.5		109	101	72	80.0	70.7		218	174	80.0	77.3
Central.....	518	493	351	70.7	74.5		498	460	378	82.1	69.3		953	729	76.5	71.6
Harrison St.....	555	506	325	64.2	59.3		510	454	368	82.8	64.6		960	693	72.2	62.2
North .....	448	385	229	64.2	64.2		410	370	307	82.9	65.0		755	536	71.0	65.6
TOTALS.....	1639	1501	1007	67.0	67.1		1527	1385	1125	81.2	67.4		2886	2132	73.8	71.0



## TABLE VII.

Showing the names of all Teachers employed during the past past year, their nativity, where educated, &c.

NAME.	Nativity.	Where Educated.	No. years Experience as Teacher.	No. yrs. empl'd in the Portland Pub. Schools.	Position occupied this last year.
Miss A C Abbott,	Maine,	Maine,	7	2	Central, 5th Grade
Miss A L Atwood,	Mass.,	Mass.,	4½	4	Central, 5th Grade
Mrs A C Borthwick,	Oregon,	Oregon,	4	1	North, 5th Grade
E E Chapman,	Ohio,	Michigan.	6	1	Prin. North and 1st Gr
Miss M S Clarke,	Mass.,	Mass.,	5¾	3	Harrison St, 5th Grade
Miss Ada Coburn,	Oregon,	Oregon,	3	1	North, 6th Grade
Mrs R A Crawford,	Virginia,	California,	7	3	North, 3d Grade
T H Crawford,	Indiana,	Oregon,	15	4	City Superintendent
Miss E F Davison	Maine,	Maine,	7	3	North, 3d Grade
Mrs E Denlinger,	Iowa,	New York,	6	1	Central, 4th Grade
Miss A L Dimick,	Illinois,	Oregon,	4½	4	Central, 3d Grade
Miss M E Frary,	Virginia,	Illinois,	3	3	North, 4th and 5th Gr
Mrs S E Harker,	Indiana,	Oregon,	3	½	Harrison St, 6th Grade
L F Henderson,	Mass.,	New York,	3½	1	High School
Miss S L Hills,	Illinois,	Illinois,	3	2	Central, 3d Grade
Miss M A Hodgdon,	Mass.,	Mass.,	16	8½	High School
Miss F A Holman,	Missouri,	Oregon,	13½	13	North, 4th Grade
Miss Kate Hunsaker,	Oregon,	Oregon,	6	1	Harrison St, 6th Grade
Miss Dora J Kindt,	Oregon,	Oregon,	3½	2	Harrison St, 4th Grade
S W King,	Vermont,	Vermont,	18	6	Prin. of Cen. and 1st Gr
Mrs C P Morton,	Maine,	Maine,	15	5	Harrison St, 2d Grade
Miss Clara T Olds,	Oregon,	Oregon,	1½	1	North, 4th Grade
Mrs E R Phelps,	New York,	New York,	9	7	Central. 6th Grade
I W Pratt,	New York,	Michigan,	19	9½	Prin. of Har. and 1st Gr
Miss L I Rittenhouse,	Iowa,	Illinois,	6	1	Harrison St, 4th Grade
Miss E C Sabin,	Wisconsin,	Wisconsin,	7	4	Central, 2d Grade
Mrs Julia Simpson,	New York,	Oregon,	6	3	Harrison St, 5th Grade
Miss Emily Shattuck,	Oregon,	Oregon,	3½	1	High School
Miss A B Shelby,	Oregon,	Oregon,	7	7	Harrison St, 3d Grade
Miss Florence Smith,	Wisconsin,	Indiana,	4	1	Central, 4th Grade
Miss H F Spalding,	Mass.,	Maine,	15	1	High School
Miss L W Spaulding,	Mass.,	Maine,	7	4½	North, 2d Grade
Miss Jennette Stein,	New Bruns'k	New Bruns'k	3½	1	Central, 4th Grade
Miss N E Taylor,	Oregon,	Oregon,	2¾	1	Harrison St, 4th Grade
Miss E C Turner,	Mass.,	New York,	18	1½	Drawing Teacher
R K Warren,	New York,	New York,	17	7½	Principal of High Sch'l
Miss C A Watt,	Missouri,	Oregon,	8	1	Harrison St, 3d Grade
Mrs L A White,	Indiana,	Indiana,	3½	1	Supernumerary

## CALENDARS, 1878-79.

## School Calendar.

NO. MONTH.	BEGINS.	ENDS.	MONTHLY INSTITUTE.
First.....	Monday, Sept. 2.....	Friday, Sept. 27 .....	Saturday, Sept. 7.
Second .....	Monday, Sept. 30.....	Friday, Oct. 25 .....	Saturday, Oct. 5.
Third.....	Monday, Oct. 28.....	Friday, Nov. 22.. .....	Saturday, Nov. 2.
Fourth.....	Monday, Nov. 25.....	Monday, Dec. 23. ....	Saturday, Nov. 30.
Fifth.....	Thursday, Jan. 2... ..	Wednesday, Jan. 29...	Saturday, Jan. 4.
Sixth.....	Monday, Feb. 3.....	Friday, Feb. 28.....	Saturday, Feb. 8.
Seventh.....	Monday, March 3.....	Friday, March 28.....	Saturday, March 8.
Eighth.....	Monday, March 31.....	Friday, April 25.....	Saturday, April 5.
Ninth .....	Monday, April 28.....	Friday, May 23.....	Saturday, May 3.
Tenth .....	Monday, May 26.....	Monday, June 23 .....	Saturday, May 31.

## Vacations and Holidays.

Thanksgiving, Thursday, Nov. 28.      Dec. 24 to Jan. 1, both days included.  
Thursday and Friday, Jan. 30 and 31.      Decoration Day, Friday, May 30.

Approved by the Board, 1878.

## Days held Sacred.

The following Calendars have been prepared by the spiritual advisers in their respective churches, and no variation from these will be permitted on the part of teachers or pupils, unless especially ordered by the Executive Committee. It is presumed no occasion will occur to call for the least departure from these Calendars.

Note carefully the following rule, which applies to sacred days:

"RULE 96. Absence during days or parts of days held sacred by parents shall in no case work suspension; Provided, that all such days shall correspond with the calendar of sacred days furnished by the spiritual adviser of the family; and Provided, further, that in every case under this rule, the parents or guardians shall (either in person or in writing), state to the teacher that their children or wards were absent with their consent, on account of these sacred days. Such excuses may be received either before or after such absences.

## Catholic Church—Days of Strict Obligation.

All-Saints Day ..... Friday, November 1, 1878  
Immaculate Conception ..... Sunday, December 8, 1878  
Epiphany..... Monday, January 6, 1879  
Annunciation ..... Tuesday, March 25, 1879  
Ascension ..... Thursday, May 22, 1879  
Corpus Christi ..... Thursday, June 12, 1879

## Days not of Strict Obligation.

NOTE—On these days children are expected to attend MORNING SERVICE ONLY, and can, in every case, be present in their school rooms as early as 11 A. M. when such days occur on school days.

All-Souls Day ..... Saturday, November 2, 1878  
Purification..... Sunday, February 2, 1879  
Ash Wednesday..... February 26, 1879  
Holy Thursday ..... April 10, 1879  
Good Friday ..... April 11, 1879

St. Patrick's Day, which occurs this year on Monday, March 17, 1879, is not considered by the Church as a day of strict obligation.

Permission to attend any exercises on St. Patrick's Day will be granted to chil-



dren of Irish families only, and under such restrictions as the Executive Committee may impose, subject to Rule 96.

The above Calendar has been very kindly furnished by the Rev. Father A. J. Glorieux, President of St. Michael's College.

### Jewish, or Hebrew—Sacred Days.

Saturday.....	September 28, 1878	Sunday .....	March 9, 1879
Sunday .....	September 29, 1878	Tuesday .....	April 8, 1879
Monday .....	October 7, 1878	Wednesday .....	April 9, 1879
Saturday .....	October 12, 1878	Monday .....	April 14, 1879
Sunday .....	October 13, 1878	Tuesday .....	April 15, 1879
Saturday.....	October 19, 1878	Wednesday .....	May 28, 1879
Sunday .....	October 20, 1878	Thursday.....	May 29, 1879

This Calendar has been prepared by Rev. Dr. M. May, of the Beth Israel Congregation of this city. The thanks of the Department of Public Instruction are hereby tendered to Dr. May.

### ALUMNI

#### Of the Portland Public High School.

#### OFFICERS FOR 1878-1879.

President.....	H. W. THIELSEN, '75
Vice President .....	MISS DORA KINDT, '75
Secretary and Treasurer .....	H. D. GRADON, '76

#### 1875.

Julia Adams,	Dora Kindt,	Horace Thielsen.
Cecil Beebe,	Mattie Lingow,	

#### 1876.

Robert Ball.	Franklin Miller,	Jennie Ritchie,
Willis Duniway,	Clara Olds,	Josiah Tilton.
Herman D. Gradon,	Georgia Parker,	Clifton Wass.
William Jackson,	Joel Pearcey,	

#### 1877.

Gaines Adams,	Charles Cardinell,	William Jenne,
Amy Adams,	Eugenia Combs,	Charles Ritter,
Perry Barker,	Grace DeLin,	Stella Taylor.

#### 1878.

Wm. D. Connell,	Edward G. Jones,	Mary E. Test,
Sophia Durkheimer,	Emanuel Lyon,	Minnie I. Trask,
Alvah S. Going,	O. F. Paxton,	Cora J. Yocum,
Edgar A. Goodnough,	Doddridge D. Shindler,	Ida Yocum.
	Frank J. A. Streibig,	





